"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
Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification. Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

**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/about_us/campus-safety.html.

**California Campuses**

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the Sacramento Valley Main Campus is available via the U.S. Housing and Urban Development (HUD) department’s Fair Market Rents (FMR) program. As per the site, the following four metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

<table>
<thead>
<tr>
<th>Metropolitan Area Name</th>
<th>Range: One Bedroom - Four Bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modesto, CA</td>
<td>$710 - 1,556</td>
</tr>
<tr>
<td>Sacramento - Arden-Arcade - Roseville, CA</td>
<td>$854 - 1,899</td>
</tr>
<tr>
<td>Stockton, CA</td>
<td>$709 - 1,647</td>
</tr>
<tr>
<td>Vallejo - Fairfield, CA</td>
<td>$928 - 2,037</td>
</tr>
</tbody>
</table>

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589

Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu
ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON NOVEMBER 1, 2014

GENERAL POLICY UPDATES

- The Cost of Attendance policy was updated. (see CONSUMER INFORMATION)
- The Class Attendance policy was updated. (see CONSUMER INFORMATION)
- The Tuition and Fees have been updated. (see TUITION AND FEES)
- The Facilities section was updated. (see FACILITIES)

PROGRAM POLICY UPDATES

- Additional Program Purpose content was added for all programs under the College of Criminal Justice and Security. (see UNDERGRADUATE PROGRAMS-COLLEGE OF CRIMINAL JUSTICE AND SECURITY; GRADUATE PROGRAMS-COLLEGE OF CRIMINAL JUSTICE AND SECURITY and PROFESSIONAL PROGRAMS-COLLEGE OF CRIMINAL JUSTICE AND SECURITY)
- The Additional Academic Program Re-Entry Policies were updated for the AACJS. (see UNDERGRADUATE PROGRAMS-COLLEGE OF CRIMINAL JUSTICE AND SECURITY)
- The Additional Academic Program Re-Entry Policies were updated for the BS/OSM. (see UNDERGRADUATE PROGRAMS-COLLEGE OF CRIMINAL JUSTICE AND SECURITY)
- The Additional Academic Program Re-Entry Policies were updated for the BSCJA. (see UNDERGRADUATE PROGRAMS-COLLEGE OF CRIMINAL JUSTICE AND SECURITY)
- The Additional Academic Program Re-Entry Policies were updated for the AAGEN. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the AAGEN (Maryland-Online). (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the AACOMM. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the AACOMM (Maryland-Online). (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the BS/COM. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the BS/HST. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the BS/EVS. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the BS/BIO. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HUMANITIES AND SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the AAHS. (see UNDERGRADUATE PROGRAMS-COLLEGE OF SOCIAL SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the AAHS (Maryland-Online). (see UNDERGRADUATE PROGRAMS-COLLEGE OF SOCIAL SCIENCES)
- The Additional Academic Program Re-Entry Policies were updated for the AAHAD. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)
• The Additional Academic Program Re-Entry Policies were updated for the AAHAD (Maryland-Online). (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Additional Academic Program Re-Entry Policies were updated for the AAHAD/EHRC. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Additional Academic Program Re-Entry Policies were updated for the AAHAD/EHRC (Maryland-Online). (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Additional Academic Program Re-Entry Policies were updated for the AAHAD/HWAC. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Additional Academic Program Re-Entry Policies were updated for the AAHAD/HWAC (Maryland-Online). (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Additional Academic Program Re-Entry Policies were updated for the AAHAD/MRC. (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Additional Academic Program Re-Entry Policies were updated for the AAHAD/MRC (Maryland-Online). (see UNDERGRADUATE PROGRAMS-COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Residency Requirements and Course Waivers policy was updated for the MIS. (see GRADUATE PROGRAMS- COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY)

• The course descriptions were updated for CSC 392, SPE 544, SPE 574, and SPE 556 were updated. (see PROFESSIONAL PROGRAMS)

• The program descriptions and Academic Progression Requirements for the AAHS and AAHS (Maryland) were updated. (see UNDERGRADUATE PROGRAMS - COLLEGE OF SOCIAL SCIENCES)

• The Degree Requirements were updated for the MHA/MBA/SM (Certificate Track), MHA/MBA/IN (Certificate Track), MHA/MBA/PM (Certificate Track), MHA/MBA/GR (Certificate Track), and the MHA/MBA/HR (Certificate Track). (see GRADUATE PROGRAMS - COLLEGE OF HEALTH SCIENCES AND NURSING)

• The pre-requisites, General Information and Academic Progression Requirements sections were updated for the AAHAD/MRC and AAHAD/MRC (Maryland). (see UNDERGRADUATE PROGRAMS - COLLEGE OF HEALTH SCIENCES AND NURSING)

• The Academic Progression Requirements were updated for the BS/EVS. (see UNDERGRADUATE PROGRAMS - COLLEGE OF HUMANITIES AND SCIENCES)
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Beginnings -- A Brief History

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

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

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum. These are custom colors and proprietary to the University.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education 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.

Purpose

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 accredited by The Higher Learning Commission and is a member of the North Central Association. University of Phoenix was placed on Notice by The Higher Learning Commission, effective June 27, 2013. Notice is a Commission sanction indicating that an institution is pursuing a course of action that, if continued, could lead it to be out of compliance with one or more Criteria for Accreditation. An institution on Notice remains credited. At the end of the Notice period, The Higher Learning Commission Board of Trustees may remove the sanction, place the institution on Probation if the identified concerns have not been addressed, or take other action. For additional information, contact The Higher Learning Commission, nc海拔c.org

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.nc海拔c.org

Program Accreditation

University of Phoenix School of Business and 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, Bachelor of Science in Accounting, Master of Business Administration, Master of Management, Master of Science in Accounting, 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 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).

College of Education and Education Programs

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
• 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
• Texas Education Agency
• Utah State Office of Education

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

College of Social Sciences and Counseling Programs

The Master of Science in Counseling Mental Health Counseling (offered at physical campus locations in Utah) and Master of Science in Counseling Clinical Mental Health Counseling (offered at physical campus locations in Arizona) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®). For additional information, visit cacrep.org.

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

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 American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.
Academic Programs

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

Enrollment and Student Profile

As of the second quarter ending February 28, 2014, University of Phoenix had an enrollment of 250,300 students and had expanded to in excess of 190 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 2013, the average student is in his or her mid-thirties. Gender of entering students is approximately 66 percent female and 34 percent male. Approximately 48 percent of entering students reporting belonged to an ethnic minority.

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 Tutorials is a feature in the University Library that allows users to learn research skills by viewing web-based video tutorials.
- Choose Resources by Subject and Subject Guides on the homepage of the University Library website contain overviews of and information on 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.
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THE UNIVERSITY’S TEACHING AND LEARNING MODEL

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

**Active Learning**

The model is based first on the assumption that the learner’s active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of 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’ experiences. 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.

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks. The University of Phoenix’s faculty-developed and centrally managed curriculum is outcomes focused and designed to engage students through a variety of synchronous and asynchronous instructional strategies inside and outside the online and/or physical classroom. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative learning team activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.
University of Phoenix College Credit Bearing Course Recommendations

<table>
<thead>
<tr>
<th>Credits</th>
<th><strong>Minimum required faculty-directed classroom-based hours</strong></th>
<th><strong>Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)</strong></th>
<th><strong>Minimum hours</strong></th>
<th>Minimum required duration of course in total weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>2 (*22.5/week)</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>4 (*22.5/week)</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>90</td>
<td>135</td>
<td>5 (*27/week)</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>120</td>
<td>180</td>
<td>7 (*26/week)</td>
</tr>
<tr>
<td>5</td>
<td>75</td>
<td>150</td>
<td>225</td>
<td>9 (*25/week)</td>
</tr>
</tbody>
</table>

*Average hours per week, assumes student is generally taking one class at a time

**Other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours must reflect at least an equivalent amount of work as outlined above.

Additional credit values require prior institutional review and approval.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Credits:
- Associate's Degrees: 60
- Bachelor's Degrees: 120
- Master's Degrees: minimum 30 hours beyond the Bachelor's Degree
- Ph.D. or Applied Doctorate: minimum 30 hours beyond the Master's Degree

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 courses offered through the University's FlexNet® platform, 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 toward 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.

Depending upon program format and requirements, 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. Students are expected to actively participate in the team’s activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

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 and Peripherals

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

- A processor of 2 GHz or faster
- 4GB RAM or greater
- 80GB hard drive or greater
- Cable/DSL connection or better
- Monitor and video card with 1024x768 or greater resolution
- Inkjet or laser printer
- Microphone
- A web camera capable of video web conferencing and web editing software
- A DVD/CD-ROM drive may be needed to install software

Students should review manufacturer’s system requirements for any additional software or devices they plan on using.

Software and Applications

You need access to and competence in the following applications:

- Operating system
  - Microsoft® Windows® 7 or later
  - Mac OS 10.6 or later, with a Microsoft® Windows® partition required for some courses.
  - Microsoft® Office 2010 or later for a personal computer (PC), Microsoft® Office 2011 for a Mac.
  - Microsoft® Access (for selected courses)
  - Microsoft® Project (for selected courses)
- A current Internet Browser such as Microsoft® Internet Explorer, Mozilla® Firefox, Google® Chrome, Apple® Safari 5.0
- Adobe® Reader 9.0 or later
- Adobe Flash plug-in 10.0 or later
- System is enabled to allow installation of browser plug-ins as required
- Local administrative privileges to Operating System may be required
- A current anti-virus application (updated regularly)
- E-mail address
- Internet service provider (ISP) account with broadband access
- For the College of Information Systems and Technology, access to additional software is required. Please look for updated software requirements on your rEsource page. The following software is currently used:
  - University of Phoenix provides access to the following software through the student website for specific courses:
    - Microsoft® Visual Studio.NET
    - Microsoft® Visio
    - Microsoft® SQL Server
    - Red Hat® Enterprise LINUX®
    - Adobe® Flash Professional
    - Adobe® Dreamweaver
    - Adobe® Photoshop
    - Adobe® Acrobat Standard
    - LabSim® from TestOut® (Lab support for A+, Network+, Security+ and Linux+ courses)
    - Oracle® Database XE
    - Autodesk® 3ds Max

You will need access to the following Microsoft® Windows® free applications for specific courses:

- Alice Software
- Citrix® Online Plug-in (latest version)
- JAVA™ Runtime Environment, Java™ Development Kit
- VisualLogic

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, Smartphone, Ipad)

The College of Information Systems and Technology may require access to
additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements on your student website.

Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework. These courses are options in the BSIT/Mobile Development concentration and the Advanced Mobile Development Certificate and as individual courses as electives.

The School of Advanced Studies requires doctoral learners to bring a Certificate and as individual courses as electives.

Development concentration and the Advanced Mobile Development mobile coursework. These courses are options in the BSIT/Mobile additional software. Software currently provided by the University on the

University of Phoenix, 2014-2015

teaching the class and of all students in the class at the time of the recording or pursuant to a University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session. Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus’ Director of Academic Affairs and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

This policy does not apply in courses in which there are explicit abilities Service Office authorized accommodation requiring

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.

eCampus: Student and Faculty Portal

eCampus is a secure multifunctional electronic gateway to student services, the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. eCampus is accessible 24/7 and requires no special software. Students can login to eCampus from any computer and Internet Service Provider. Student resources on eCampus include the University Library, eBooks, Media Library, Center for Writing Excellence, Center for Mathematics Excellence, student workshops, Life Resource Center, and Phoenix Career Services.

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. Each student’s eCampus login credentials are unique; students must not share their login credentials with anyone.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on eCampus, and turn in assignments by accessing assignment links on eCampus.

Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class.

University of Phoenix authorizes Directors of Academic Affairs, Campus College Chairs, and certain university administrators as well as certain faculty to review submissions to the electronic class environment and to assignment links to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, as well as to confirm and/or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may not make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions unless the recording occurs with either the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording or pursuant to a University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session. Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus’ Director of Academic Affairs and of all students in the class at the time of the recording.

This policy does not apply in courses in which there are explicit degree program requirements (e.g., some courses in the College of Education and the College of Social Sciences).
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.

2014-2015 Holiday Calendar
4th of July July 4, 2014
Labor Day September 1, 2014
Thanksgiving November 27, 2014 - November 30, 2014
Martin Luther King Jr Day January 19, 2015
President’s Day February 16, 2015
Good Friday April 3, 2015
Easter April 5, 2015
Memorial Day May 25, 2015

*This is considered an institutionally scheduled break.

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

Directed Study
With approval of the Campus Director of Academic Affairs or designated appointee, students may complete Dean approved courses, as available, via Directed Study delivery as outlined below:
- Degree program enrollment: a maximum of twelve (12) completed credits in the program
- Credit bearing certificate program enrollment consisting of four or more courses: a maximum of three (3) completed credits in the program
- Deployed active duty military students: a maximum of (15) completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

Concurrent Enrollment
Concurrent enrollment is defined as simultaneous enrollment. This refers to enrollment in any two University courses. Students enrolled in courses outside the University are excluded from the definition. Courses will be considered concurrent when start and/or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit bearing courses concurrently.
- Students enrolled in an Online Associate degree program may not enroll in more than three credit bearing courses concurrently.
- Concurrent enrollment in the first four courses is prohibited for all new students.

Dual Enrollment
Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 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 AAPE.

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 (if applicable) is not required).
- Only one degree in a specific discipline may be earned (i.e. only one AA degree, MBA degree, or one BSB degree may be earned, but additional specializations within those degrees 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 unique credits of the additional degree’s required course of study in order to meet residency. A student holding one University of Phoenix undergraduate degree (e.g., BSB) may earn a different degree (e.g., BSIT) 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 competed for each program. Students may earn only one certificate per program (i.e. one HRM, Mediation, PM, etc).

Guidelines for Additional Degrees by College

School of Business - Graduate

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.

School of Business - Undergraduate

Students who have earned an undergraduate degree in Bachelor of Science in Business may not receive a certificate or concentration in the same area of focus. Example: a student may not earn a BSB/PM and a PM certificate; however, students who have completed a certificate may return to receive a Bachelor of Science (BSB) degree with a concentration in the same area as the completed certificate or another approved concentration.

College of Education

Students who earn a MAED/TED-E cannot earn a second degree with MAED/TED-S and vice versa.

College of Health Sciences and Nursing

Students who have earned an undergraduate degree in Bachelor of Science in Health Administration may not receive a certificate in the same area of focus. Example: a student may not earn a BSHA/HM and a HM certificate; however, students who have completed a certificate may return to receive a Bachelor of Science in Health Administration (BSHA) Degree with a concentration in the same area as the completed certificate or another approved concentration.

Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Students may earn only one MSN degree at University of Phoenix. Students who have completed an MSN degree with University of Phoenix who wish to complete coursework in Health Care Informatics, Nursing/Health Care Education, and/or Family Nurse Practitioner are encouraged to enroll in one of the university’s graduate level certificate programs.

Graduates of the MHA/INF program cannot earn an MSN/INF degree.

Graduates of the MSN/ED program cannot earn an MHA/ED degree.

College of Social Sciences

Students who have earned an undergraduate degree in Bachelor of Science in Human Services may not receive a certificate in the same area of focus. Example: a student may not earn a BSHS/FCS and a FCS certificate; however, students who have completed a certificate may return to receive a Bachelor of Science in Human Services (BSHS) Degree with a concentration in the same area as the completed certificate or another approved concentration. Students may only complete one certificate from the list below prior to enrolling in the BSHS program: CERT/ADD, CERT/FCS, CERT/GER, CERT/HSM.

College of Criminal Justice and Security

Students who are currently enrolled in or have completed the BS/OSM degree program are not eligible to earn an undergraduate certificate in Global and Homeland Security, Organizational Security, or Security Administration.

Students who have completed a certificate in Global and Homeland Security, Organizational Security, or Security Administration and who later enroll in the BS/OSM degree program may apply a maximum of one certificate's coursework towards the BS/OSM degree requirements. The certificate must be completed prior to enrolling in the BS/OSM degree program.

Students may complete a maximum of two undergraduate certificates.

School of Advanced Studies

Students may not complete more than one program from the School of Advanced Studies.

Maximum Credits per Academic Year

The number of credits completed within an academic year is limited by the program level of study the student is actively pursuing. An academic year is calculated as 12 months from the student’s actual start date in their program at the University.

All undergraduate students may complete a maximum of 45 UOPX credits in an academic year.

Graduate students may complete a maximum of 39 UOPX graduate credits in an academic year.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

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. In a typical three-credit
course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

**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 primary forms of identification will be accepted: passport, signed Social Security Card, Certificate of Naturalization, or Permanent Resident Card. These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the 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**

With approval of the Campus Director of Academic Affairs or designated appointee, students may register for and audit University courses.

Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

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

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

Students who have selected to audit a course may not change their auditing status after the start of the course.

**Academic Program Re-Entry Policy**

Any student, who has been out of attendance for less than 3 years from the last date of positive recorded attendance in a program applicable course, and has the ability to satisfy all program requirements within their original program completion deadline, is eligible to re-enter their original program. Students who do not meet the above guidelines are subject to the current University, College and program policies. Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Any additional Re-Entry Requirements/Restrictions are noted within the specific program/program version policies.

**Transfer of Credit**

The following completed transfer activity types will be reviewed for transfer into the University:

1. Coursework which was completed at 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 approved national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University. The current listing of regional and national accrediting bodies is maintained by the Council for Higher Education Accreditation. In addition, graduate level coursework from institutions that hold accreditation through the ABA (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 is not from a Graduate level program will not be accepted. Jd, LLB, LLM are considered graduate level programs.

2. American Council on Education credit recommendations

3. National testing program credit earned from:
   a. College Level Examination Program (CLEP)
   b. Excelsior
   c. Berlitz
   d. National League of Nursing Exams (NLN)
   e. Advanced Placement Examinations (AP)
   f. Defense Language Proficiency Tests (DLPT)
   g. College Level General Education Development (GED)
   h. DSST Exams (previously DANTES and USAFI)

4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University’s Colleges, Schools, or Provost’s Office. Only transfer activity evaluations performed by the University’s Office of Admissions & Evaluation or Prior Learning Assessment division are official. Any preliminary reviews by campus personnel are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of “C-” or grades of credit, pass or satisfactory may be accepted towards student’s degree requirements.

2. Acceptable transfer activities will be transferred as semester hour credit.

3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.

4. Lower and upper division credit is transferred as awarded by the issuing institution.

5. Physical Education activity credits are limited to four credits.

6. Application of transferable credit and limitations are determined by program requirements and by state or jurisdiction of the student’s residence.

Coursework earned in the following manners will not be accepted in direct transfer towards University degree requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the
same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer, only the credit awarded to the initial transfer activity will be accepted and reviewed for applicability to the student’s program.

2. Professional development level or vocational courses as determined by the issuing institution’s transcript key or program description.

Associate degree transfer policy: New Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED/ E, BS/BIO, BA/ENG, BS/EVS, BS/HIS, and BSIT [all concentrations]) with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite, proficiency or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. Not all programs are eligible for the Associate of Arts transfer policy from a regionally accredited community college. 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.

California block transfer policy: New Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED/E, BS/BIO, BA/ENG, BS/EVS, BS/HIS, and BSIT [all concentrations] or students residing in Arkansas, Nevada, Oregon, Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California College or University will be considered as satisfying their General Education liberal arts component for their degree program. Students utilizing this policy will still need to meet all pre-requisite, proficiency or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. For a description of the type and amount of credit that can be applied toward an undergraduate degree, see individual program descriptions. Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University. 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.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your transfer at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Nondiscrimination Policy

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 and activities, including admission and employment practices and will not tolerate any discrimination or harassment of any kind with regard to race, color, religion, sex (including pregnancy or childbirth), 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 Grievance Procedures:

1. Students, faculty, or staff alleging discrimination should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a student must present the grievance within six weeks after the alleged incident(s).

a. The following is an exception to the six-week limitations period:

- If the alleged discrimination occurs in the context of a student’s involvement in a particular course, the student may file a grievance within six weeks after the student’s grade in that particular course has been issued, even if the last act of alleged discrimination within that course occurred more than six weeks prior to the presenting of the grievance.

2. Additionally, an exception to the six-week limitation period will be granted upon a showing of good cause, including: (i) the existence of extenuating circumstances that prevented the student from filing the grievance (e.g., incapacitation); (ii) the student could not have reasonably known that the alleged act was discriminatory; and (iii) in the case of inaction, the student will be permitted to file a grievance up to 6 weeks from the date the inaction, with reasonable diligence, should have been discovered.

a. Allegations of sex discrimination must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-5907, Phoenix, AZ 85040, 602.557.3391, TitleIX@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. If the allegations presented lack sufficient clarity for the Title IX Coordinator to make this determination, the Title IX Coordinator will seek
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 Grievance Procedures

1. Students, faculty, or staff alleging harassment should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases a grievance must be presented within six weeks after the alleged incident(s).
   a. The following is an exception to the six-week limitations period:
      • If the alleged harassment occurs in the context of a student’s involvement in a particular course, the student may file a grievance within six weeks after the student’s grade in that particular course has been issued, even if the last act of alleged harassment within that course occurred more than six weeks prior to the presenting of the grievance.
   b. Additionally, an exception to the six week limitation period will be granted upon a showing of good cause, including the existence of extenuating circumstances that prevented the student from filing the grievance (e.g., incapacitation).
2. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
3. If the accusation is against a student then the Student Code of Conduct procedures apply.
4. 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.
   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-5907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu or designee.

iii. Timeframe for Conducting Title IX complaints:
   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-5907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu or designee.
   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 alleged action and the alleged actions then one of the following procedures will be followed:
         1. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
         2. If the accusation is against a student then the Student Code of Conduct procedures apply.
         3. 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.
   iv. The University finds that the discrimination was not caused by an individual’s actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its reoccurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

iv. Employees:
   a. Employees alleging harassment should present their grievance as soon as possible after the incident(s) that gave rise to the allegations. In most cases a grievance must be presented within six weeks after the alleged incident(s).
      a. The following is an exception to the six-week limitations period:
         • If the alleged harassment occurs in the context of a student’s involvement in a particular course, the student may file a grievance within six weeks after the student’s grade in that particular course has been issued, even if the last act of alleged harassment within that course occurred more than six weeks prior to the presenting of the grievance.
      b. Additionally, an exception to the six week limitation period will be granted upon a showing of good cause, including the existence of extenuating circumstances that prevented the student from filing the grievance (e.g., incapacitation).
   b. If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
   c. If the accusation is against a student then the Student Code of Conduct procedures apply.
   d. 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 harassment will be followed.
Disability Services Office Contact Information

The Disability Services Office can be reached at (800) 366-9699 or via email at DisabilityADAQuestions@Phoenix.edu.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University’s Conditions of Recognition for Student Organizations.

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

• Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
• All members of a University Recognized Student Organization must be enrolled and actively attending the University and in good standing.
• Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
• Recognized Student Organizations must have a published purpose/mission, operate under a formal leadership/governance structure, and maintain membership rosters, financial statements, meeting minutes, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
• Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum University of Phoenix Campus Liaison criteria is provided on pages 11-12).
• Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix or any other subsidiaries of Apollo Education Group, Inc. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
• The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)(7)) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix or any other subsidiaries of Apollo Education Group, Inc.
• Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization’s purpose/mission and charter.
• Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.

• Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.

• Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Academic Administration and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.

• Recognized Student Organizations must submit for affiliation renewal 30 days prior to the anniversary of their initial recognition approval date. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each student organization recognition and continued compliance with regulatory, policy, and procedural changes.

• All members of a University recognized Student Organization must be actively enrolled in the University and in good standing.

• Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.

• Recognized Student Organizations must meet one of the University’s approved Student Organization Types and Recognition Statuses as defined below.

Approved Recognized Student Organization “Types”

• Academic excluding Honor Societies - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.

• Honor Societies - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies (e.g., Delta Mu Delta) is typically by invitation and criteria-based.

• Professional -Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).

• Service - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved Recognized Student Organization Recognition “Statuses”

• University-Level Recognition - Student organizations, which have been approved by the University and the participating student organization’s corporate office to install an institutional-level charter/charter under which all local campus sites would operate. For example, University of Phoenix installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.

• Local Campus-Level Recognition - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the University-Level recognized charter/charter. For example, the Boise Campus has been approved to install a “co-chapter” which operates under the University’s Delta Mu Delta Lambda Delta institutional-level charter.

• Single Site Recognition - Student organizations which have been approved by the University and the participating student organization’s corporate office to install a charter/charter to operate separately and independently at one of the University’s local campus sites.

• Non-Standard Recognition - Student organizations, which do not fit any of the other recognized affiliation statuses, may apply for affiliation under this status. These requests are considered on a case-by-case basis.

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.

Restriction of Access to Computing and Communication Resources
Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:
• If required by applicable law or policy.
• If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
• If required to protect the confidentiality, integrity, or availability of computing and communication resources.
• Conditions for Permitting Inspection, Monitoring, or Disclosure
The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:
• Required or permitted by law, including public records law, or by subpoena or court order
• The University or its designated agent reasonably believes that a violation of law or policy has occurred

• Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

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

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

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

Apollo Education Group Internal Audit
M/S AA-B309
1625 W. Fountainhead Parkway
Tempe, AZ 85282
FAX: (480) 929-7499
e-mail: internalaudit@apollogrp.edu

Apollo Education Group Information Security & Compliance
M/S AA-B103
1625 W. Fountainhead Parkway
Tempe, AZ 85282
FAX: (480) 379-3555
e-mail: infosec@apollogrp.edu

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

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

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

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

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

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

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

All institutions participating in federal financial aid programs are required to provide enrolled and potential students and current and prospective employees available consumer information. This guide provides you with important information and institutional policies. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at each University of Phoenix location during regular business hours. A list of campus locations is available at http://www.phoenix.edu/campus_locations.html.

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
The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV, HEA programs:
- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Teach Grant Program

Regional Accreditation

University of Phoenix is accredited by The Higher Learning Commission and is a member of the North Central Association. University of Phoenix was placed on Notice by The Higher Learning Commission, effective June 27, 2013. Notice is a Commission sanction indicating that an institution is pursuing a course of action that, if continued, could lead it to be out of compliance with one or more Criteria for Accreditation. An institution on Notice remains accredited. At the end of the Notice period, The Higher Learning Commission Board of Trustees may remove the sanction, place the institution on Probation if the identified concerns have not been addressed, or take other action. For additional information, contact The Higher Learning Commission, http://www.ncahlc.org

ACBSP

HLC/NCA
230 S. LaSalle St., Ste. 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
http://www.ncahlc.org

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
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education
- Connecticut Office of Higher Education
- 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
- Indiana Board for Proprietary Education
- 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
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Secretary of 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
- Pennsylvania Department of Education
- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Education
- South Carolina Commission on Higher Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- West Virginia Higher Education Policy Commission
- 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

Program Accreditation

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 Foundations, Bachelor of Science in Business, Bachelor of Science in Accounting, Master of Business Administration, Master of Management, Master of Science in Accountancy, Doctor of Business Administration and Doctor of Management.

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

CCNE
One Dupont Cir. NW, Ste. 530
Washington, DC 20036-1120
Phone: 202.887.6791
Fax: 202.887.8476
http://www.aacn.nche.edu/ccne-accreditation

College of Education/Education Programs
University of Phoenix initial degree programs lead to teaching certification (Early Childhood, Elementary, Middle Level, Secondary and Special Education) in certain states. The College of Education offers state-approved initial programs in Arizona, California, Colorado, Florida, Hawaii, Indiana, Missouri, Nevada, New Mexico, Oregon, Texas, and Utah. University of Phoenix advanced degree programs (Administration & Supervision, Curriculum & Instruction, and Teacher Leadership) may lead to certification in some states. The College of Education offers state-approved advanced programs in Arizona, California, Colorado, Florida, Nevada, New Mexico, Texas, and Utah. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

Candidates may request an institutional recommendation upon successful completion of their program (academic and program requirements). Candidates should check with their state agency for any states specific requirements, including the acceptability of the University’s initial programs in any state in which they intend to seek licensure or certification. Program requirements are subject to change based on state certification requirements. Please speak to a campus representative for a listing of programs available at each campus location.

College of Social Sciences/Counseling Programs
The Master of Science in Counseling program with a specialization in Clinical Mental Health Counseling (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling program in Mental Health Counseling (Utah Campuses) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP
1001 North Fairfax St., Ste. 510
Alexandria, VA 22314
Phone: 703.535.5990
http://www.cacrep.org

Additional Information
A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html. To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602.557.1554.

Academic Programs, Facilities and Instructional Personnel Information
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 and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program specific information.

Academic Program Improvement
University of Phoenix pursues a strategy of continuous quality improvement in relation to its academic programs. This strategy is implemented by following a 4-step assessment process designed to measure student learning at various levels within the University.

1. Assessment Planning
2. Collecting Evidence and Analyzing Data
3. Implementing Improvement
4. Monitoring Effectiveness of Improvements

The ultimate goal of the assessment process is to identify the educational experiences that contribute to student learning and those that pose potential challenges to student learning, and to use this information to enhance students’ overall academic experience. By utilizing this assessment process, the colleges and schools and faculty are able to evaluate academic programs, identify areas for potential change, modify assessment plans as needed, and communicate changes in academic programs to faculty and students in pursuit of continuous quality improvement.

Articulation Agreements
A list of institutions that University of Phoenix has established articulation agreements with can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer-guides.html.

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

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

The University Credit Transfer Policy can be viewed at http://www.phoenix.edu/tuition_and_financial_options/policies/credit_transfer_policy.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 degree from the transfer institution. The transfer
institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion.

**Disability Services**

University of Phoenix recognizes and accepts its obligations under Section 504 of the Rehabilitation Act of 1973, the 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 to otherwise qualified disabled students in all University programs and activities.

The University of Phoenix Disability Services Office provides services to students with appropriate documentation for temporary health issues or a permanent disability.

Students with a temporary or permanent disability seeking disability services from the University must: (1) disclose their disability to the disability services office and (2) request accommodation through the disability services office. Confirmation through documentation from a health care provider may be required prior to accommodations being determined and fulfilled.

**Obtain Information**

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

**General Contact Information**

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

- **Central Administration**
  University of Phoenix
  1625 W. Fountainhead Pkwy.
  Mail Stop: CF-SX03
  Tempe, AZ 85282-2371
  800.366.9699

- **Online Campus**
  University of Phoenix
  3157 E. Elwood St.
  Mail Stop: CF-B105
  Phoenix, AZ 85034
  866.766.0766

- **Admissions and Records Service Center**
  4025 S. Riverpoint Pkwy.
  Mail Stop: CF-A208
  Phoenix, AZ 85040
  800.866.3919
  480.446.4600
  ARSC@phoenix.edu

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

**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 list of faculty may be obtained at each local campus. To find a local campus, go to http://www.phoenix.edu/campus-locations.html. Faculty profiles can be found at http://www.phoenix.edu/faculty/our_faculty.html.

**Graduation Rates**

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes only undergraduate degree- and/or certificate-seeking students who have never attended another institution of higher learning, and graduate within 150% 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. The graduation rates shown below represent students from the 2007–2008 cohort and the percentages of those students who graduated within 150 percent by Aug. 31, 2013.

For the graduation rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

**Retention Rates**

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish 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.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.html.

**Types of Education in Which 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’s four-year degree programs enrolled.

Approximately 14% of students who completed a bachelor’s degree from University of Phoenix between July 1, 2012, to June 30, 2013, went on to enroll in a graduate or professional program at 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 Science in Administration of Justice and Security
- Master of Information Systems
The data is derived from the IPEDS Completions Survey (July 1, 2012, to June 30, 2013, data) and the IPEDS Fall Enrollment Survey (Aug. 1, 2013, to Oct. 31, 2013, 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 University of Phoenix.
- Of this 43%, 20% plan to pursue a graduate degree at University of Phoenix.

Thirty-two percent of University of Phoenix master program graduates indicated they planned to attend a doctoral-level program. Of this 32%, 6% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-three percent of University of Phoenix bachelor program graduates indicated they planned to attend a master-level program. Of this 63%, 27% are currently pursuing a master’s degree at University of Phoenix.

Working Alumni
Based on responses from the Alumni Association’s 2012 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Employment by Industry*

- Health Services: 17%
- Education: 13%
- Manufacturing: 6%
- Retail Trade (Non-Restaurant): 5%
- Technology: 5%
- State and Local Government: 4%
- Federal Government: 4%
- Business Services: 2%
- Social Services: 2%
- Insurance: 3%
- Transportation: 3%
- Finance/Financial Services: 3%
- Banking: 3%
- Military: 2%

*Question #40: In what industry do you work? Bases: Respondents that are employed; 25,214

Alumni Occupations
The following represents occupations of University of Phoenix alumni, based on a survey completed in 2012 between January 25 and March 2 by 31,506 respondents:

University of Phoenix Alumni Occupation*

- Engineer/Architect (including technology): 13%
- Finance/Accountant: 10%
- Teacher/Educator/Education Administrator: 9%
- Sales/Marketing Representative: 6%
- Registered Nurse/Other Nursing Professional: 5%
- Executive/Manager/Administrator: 5%
- Operations/Production: 5%
- Technician/Technologist: 4%
- Other Health Professional: 4%
- Protective Services (Police, Fire, Security): 3%
- Admin Support, Records/Data Processor: 2%
- Consultant: 2%
- Human Resources: 2%
- Psychologist, Counselor, Social Worker: 2%
- Business Owner: 2%
- Other: 5%

*Question #41: What is your occupation? Bases: Respondents that are employed; 25,214

Title II of the Higher Education Act-Academic Year 2012-2013 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. This is an overview of the information contained in the Institutional Report for University of Phoenix.

Federal Financial Aid Application Process

A student can apply for federal financial aid after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state- and/or program-specific information at http://www.phoenix.edu/pro-
grams/degree-programs/academic-catalog.html.
During the application process, the following forms may be completed for federal financial aid grants and loans:
• Free Application for Federal Student Aid (FAFSA)
• University of Phoenix Financial Aid Application
• Federal Direct Loan Master Promissory Note (MPN)
• Entrance counseling
• Authorization to Apply to Future Charges form if, and only if, a student chooses this option

The average processing time for financial aid awards is 90 days.

Statement of Educational Purpose
The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following:
(1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education3, (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting 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 FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or that are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student signs any document related to the federal student aid programs electronically using a personal identification number (PIN), that person certifies that he or she is the person identified by the PIN and has not disclosed that PIN to anyone else. If the parent or student purposely gives 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 any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs
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. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact a 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 http://www.phoenix.edu/campus-locations.html

General Eligibility Requirements
General eligibility requirements for federal financial aid are as follows:
• Demonstrate financial need (for most programs).
• Be a U.S. citizen or an eligible noncitizen.
• Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
• Be registered with Selective Service, if you’re a male (you must register between the ages of 18 and 25).
• Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.*
• Be enrolled at least half-time to be eligible for Direct Loan Program funds.
• Maintain satisfactory academic progress in college or career school.
• Sign statements on the Free Application for Federal Student Aid (FAFSA) stating that
  • You are not in default on a federal student loan and do not owe money on a federal student grant and
  • You will use federal student aid only for educational purposes.
• Show you are qualified to obtain a college or career school education by having a high school diploma or
  • Final high school transcript that shows the date a diploma was awarded
  • Recognized equivalent such as a General Educational Development (GED) certificate
  • California High School Proficiency Examination (CHSPE) Certificate
  • Completed homeschooling at the secondary level in a state that confers high school diplomas

For additional eligibility requirements, go to: http://studentaid.ed.gov/eligibility/basic-criteria.

Grant Programs
Federal Grant Programs
University of Phoenix participates in the following federal grant programs:
Federal Pell Grant
A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor’s or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance, and other eligibility criteria.
Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: http://studentaid.ed.gov/types/grants-scholarships/pell/calculate-eligibility

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit http://studentaid.ed.gov/types/grants-scholarships/pell

Federal Supplemental Educational Opportunity Grant (FSEOG)
The FSEOG program is for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected
family contributions (EFCs) will be considered first for a FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for the FSEOG, visit http://studentaid.ed.gov/types/grants-scholarships/fseog

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant.

For more detailed information on eligibility and how to apply for the IASG, visit http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For more detailed information on eligibility and how to apply for the TEACH Grant, visit http://studentaid.ed.gov/types/grants-scholarships/teach

TEACH Grant Eligible Programs

The University has latitude to designate TEACH-eligible programs provided it meets criteria set forth by the U.S. Department of Education. TEACH-eligible programs are as follows:

MAED/SPE Master of Arts in Education/Special Education
MAED/TED-S Master of Arts in Education/Secondary Teacher Education
MAED/TEDHS (Oregon) Master of Arts in Education/Secondary Education — High School/Middle Level
MAED/TEDMM (Texas) Master of Arts in Education/Teacher Education Middle Level Mathematics
MAED/TEDMS (Texas) Master of Arts in Education/Teacher Education Middle Level Science
MAED/TEDMG (Texas) Master of Arts in Education/Teacher Education Middle Level Generalist
MAED/TEDSS (Texas) Master of Arts in Education/Teacher Education Secondary Level Science
MAED/TEDSM (Texas) Master of Arts in Education/Teacher Education Secondary Level Mathematics

State Grant Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact a Finance Advisor at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus-locations.html

The actual amount of state grants awarded to any student is contingent on the 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 budgetary constraints, state law or regulation, and/or University participation. Where work or other requirements are 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 requirements.

For information regarding the grants offered by states — how to apply, eligibility, deadlines, etc. — see the list of programs and their respective websites and phone numbers at http://www.phoenix.edu/about_us/regulatory/consumer-information.html. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility.

Institutional Grant Programs

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students. Various institutional grants are offered throughout the year. For a complete list of current institutional grant offerings, please visit http://www.phoenix.edu/institutional_grants

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 toward their educational goals.

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

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships, which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional_scholarships.html.

The University often partners with organizations to promote scholarship programs. These scholarships are available to potential students, current students or alumni. The CSE 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.

External Scholarships

Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external_scholarships.html. External scholarships are available to the general public, which may include University of Phoenix students. Your eligibility for external scholarships depends on qualifying requirements that vary from scholarship to scholarship. The Center for Scholarship Excellence (CSE) evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans

Students should contact a Finance Advisor at 866.766.0766 for additional information on financial aid programs available at your campus. A list of campuses is available at http://www.phoenix.edu/campus_locations.html

Federal Direct Loan (DL) Program
Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

**Direct Subsidized Loans** - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

On July 6, 2012, the Moving Ahead for Progress in the 21st Century Act (MAP-21) (Public Law 112-141) was enacted. MAP-21 added a new provision to the Direct Loan statutory requirements that limits a first-time borrower’s eligibility for Direct Subsidized Loans to a period not to exceed 150 percent of the length of the borrower’s educational program. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150 percent limit to lose the interest subsidy on their Direct Subsidized Loans. Note: Only first-time borrowers on or after July 1, 2013, are subject to the new provision. Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

**Direct Unsubsidized Loans** - The student is not required to demonstrate financial need to receive a Direct Unsubsidized Loan. Like subsidized loans, the University will determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan from the time it is first paid out. The student can pay the interest while in school and during grace periods and deferment or forbearance periods, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.


**Borrower’s Rights and Responsibilities** - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/dlrighats.pdf, attached to the Master Promissory Note (MPN). For more detailed information on eligibility and how to apply for Federal Direct PLUS Loans, visit http://www.studentaid.ed.gov/types/loans/plus.

**Federal Direct PLUS Loan for Graduate and Professional Degree Students**

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant’s credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser.

**Award Amount** - Students are eligible to receive a Graduate PLUS Loan award up to their academic year Cost of Attendance (COA) minus any other financial assistance received.

**Terms and Conditions** - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at http://www.direct.ed.gov/mpn.html

**Borrower’s Rights and Responsibilities** - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/plusrights.pdf, attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Federal Direct PLUS Loan for Graduate and Professional students, visit http://studentaid.ed.gov/types/loans/plus.

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates.

**Federal Direct Subsidized and Unsubsidized Annual Loan Limits**

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Dependent Undergraduate Student</th>
<th>Independent Undergraduate Student</th>
<th>Graduate/Professional Student</th>
</tr>
</thead>
</table>
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**Federal Direct PLUS Loan for Parent(s)**

Parents of dependent students may apply for a Direct Parent Loan for Undergraduate Student (PLUS) to help pay their child’s education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant’s credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

**Terms and Conditions** - Students whose parent(s) receive a PLUS loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at http://www.direct.ed.gov/mpn.html

**Borrower’s Rights and Responsibilities** - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/pubs/plusrights.pdf, attached to the Master Promissory Note (MPN). For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit http://www.studentaid.ed.gov/types/loans/plus.
### Loan Limits

<table>
<thead>
<tr>
<th>Class</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior and Senior</th>
<th>Max Total Debt</th>
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<td>Freshman</td>
<td>$5,500</td>
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<td>$7,500</td>
<td>$31,000</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$9,500</td>
<td>$10,500</td>
<td>$12,500</td>
<td>$57,500</td>
</tr>
<tr>
<td>Junior and Senior</td>
<td>$20,500</td>
<td>$23,000</td>
<td>$25,000</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

Undergraduate certificate programs — Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. For students in undergraduate certificate programs that are greater than an academic year, the maximum amount borrowed is $9,500 per academic year. For final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year), loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

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

### Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, including those in effect as of July 1, 2013, please visit [http://studentaid.ed.gov/types/loans/interest-rates](http://studentaid.ed.gov/types/loans/interest-rates).

### Interest Rate Cap for Military Members

During military service, students who qualify under the Service Members Civil Relief Act may have a 6% interest rate cap on the loans you obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war or other military operation or other emergency, and serving in an area of hostilities qualifying for special pay.

### Prior Federal Loans and Financial Aid History

Current federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at [http://www.nslds.ed.gov/](http://www.nslds.ed.gov/)

### Private Student Loans

Understand your rights and responsibilities when considering private loan options. Clear and accurate information can help you make informed choices, so you borrow only what you need and can reasonably repay.

The University encourages that a private loan only be considered after all federal and state financial aid options have been exhausted. Private loans are made through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. These loans are not subsidized or guaranteed by the federal government. For more information on the difference between federal and private loans, please visit [http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/](http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/).

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. The lender determines eligibility, and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received.

Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. Students who...
need a focused resource to assist in finding a private loan may choose to use the list of private loan options developed by FinAid at http://www.finaid.org/loans/privatestudentloans.phtml.

Financial Aid Awarding

For students who have completed all required financial aid application materials, the University will evaluate student eligibility for federal, state and institutional aid programs. If a student is eligible, Student Financial Services — Operations calculates an estimated financial aid award and provides notification to the student. The notification includes eligibility information for each financial aid program awarded, as well as the amount and anticipated disbursement dates. This notification may be electronic. Generally, financial aid awards are divided into two payment periods. Payment periods are based on individual course schedules and follow academic year requirements.

Federal Pell Grant eligibility for an undergraduate student is estimated before originating a Direct Subsidized or Unsubsidized Loan. In addition, a Direct Unsubsidized Loan is not originated without first determining the need for a Direct Subsidized Loan. However, if the amount of the Direct Subsidized Loan is $200 or less and the amount can be included as part of a Direct Unsubsidized Loan, the University is not required to originate a separate Subsidized Loan. For a dependent student, the University may originate and disburse Parent PLUS funds without determining federal Pell Grant and Direct Subsidized Loan eligibility. For a graduate student, the University must determine graduate/professional maximum Federal Pell Grant eligibility before originating a Graduate/Professional PLUS Loan.

Federal Supplemental Educational Opportunity Grant (FSEOG) eligibility for undergraduate students is determined by the expected family contribution (EFC) for the current award year. Awards are made beginning with the lowest EFC until program funds are obligated.

State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements

The University defines its academic years as follows:

- Associate Programs are a minimum of 24 credits and 36 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met.

A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who take more than one course concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

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, and federal financial aid may not completely cover the cost of attendance and related charges.

Federal regulations prohibit 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.

Consortium Agreements

Purpose

Written arrangements consist of consortium and contractual agreements. The purpose of this policy is to document the University’s position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University chooses to not participate in consortium agreements, defined as written agreements between two or more federal financial aid (Title IV) eligible institutions. Therefore, the University will not provide signature or approval on any consortium agreement submitted, whether as a host or home institution.

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. The Central Processing System prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification.

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications. Federal regulations require verification be completed. Verification is not required to be completed in cases where the student is awarded only non-need-based aid such as Direct Unsubsidized Loans and PLUS Loans.

If a student is selected for verification, the University will request the student provide all applicable documentation, which may include, but is not limited to, the following:

- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Verification of household member(s) receiving Supplemental Nutrition Assistance Program (SNAP) benefits
- Verification of child support paid
- Verification of untaxed income
• Documentation of high school completion
• Government-issued photo identification
• To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards. Copies of military identification cards will not be accepted.
• Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process. A student will receive written notification from the University of verification requirements, required documentation and the timelines for completion of the process. Failure to comply with a request for verification documents within 30 days of receiving written notification from the University can result in the deactivation of the federal financial aid application.

A Pell Grant applicant selected for verification must complete the process by the published deadline in the Federal Register. As of the writing of this publication, the deadline for 2014-2015 has not been published, but is expected to be September 28, 2015, or 120 days after the last day of the student’s enrollment, whichever is earlier.

Cost of Attendance Policy

A student’s cost of attendance (COA) is established solely for use in calculating federal financial aid eligibility and awarding financial aid, for a specific period of enrollment. The University reviews and, if necessary, updates each component annually, referencing the College Board website at http://professionals.collegeboard.com/higher-ed, the National Retail Federation Survey and actual institutional data. The University uses estimated monthly living expenses, and an average cost of tuition, electronic course materials and books. Amounts used in this year’s federal cost of attendance (COA) are as follows:

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Ground Campuses</th>
<th>Online Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>Undergraduate Certificate</td>
<td>Undergraduate Degree</td>
</tr>
<tr>
<td>Tuition</td>
<td>$6,705</td>
<td>$10,896</td>
</tr>
<tr>
<td>Monthly rEsource &amp; Loan Fees</td>
<td>$540</td>
<td>$864</td>
</tr>
<tr>
<td>Monthly Living Expense*</td>
<td>$8,995</td>
<td>$12,850</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$16,240</td>
<td>$24,610</td>
</tr>
</tbody>
</table>

Note: Military is assumed as all active for average weighting of tuition.

Housing expense for Military Basic Allowance for Housing (BAH) is reduced by 72%. Living expenses include allowances for room and board, transportation and miscellaneous educational expenses.

The figures provided for certificate programs are illustrative and based on 15 credits.

For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html

Policy

The University uses an average monthly cost of living expense, based on the following:
• Seven months for undergraduate and graduate certificate students
• Nine months for associate degree-seeking students
• Ten months for bachelor’s degree-seeking students
• Twelve months for graduate students

The University COA consists of the following components:
• Tuition
cate and degree level. The University documents how averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using actual tuition costs. If a student’s period of enrollment is less than a full academic year, costs are adjusted to match the period of enrollment.

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

**Living Expense**
The monthly living expense component is based on the low budget for a 12-month academic year, as published by the College Board at http://professionals.collegeboard.com/higher-ed/financial-aid/living-expense. This is used to calculate a monthly living expense amount used for students of all regions and states. The monthly living expense is multiplied by the months in the loan period, based on the degree level. Students receiving military housing assistance will have a reduction in living expenses in the amount of the housing allowance.

**End of Program Periods**
The end of program (EOP) COA is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense amount to determine the EOP COA. 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 by performing a separate calculation for undergraduate and graduate students.

**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/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. Rates for the tuition component and may include a child/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. Documentation is available for review, upon request.

**Grade-Level Determination**

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University bases grade levels on credits completed at the start of an academic year. The following chart illustrates the number of credits required to complete each grade level. The University determines the student’s grade level by calculating the total number of credits that have been completed at the beginning of an academic year. For example, in order to complete grade level 1, a student must complete a minimum of 24 credits. At the beginning of the student’s subsequent academic year the student will be considered grade level 2 if the grade level 1 credits have been completed. The University defines its academic years as follows:
- Associate Programs are a minimum of 24 credits and 36 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Note: The academic year definition may vary based on program level, version and course length.

<table>
<thead>
<tr>
<th>Credits applied in primary program (includes transfer credits)</th>
<th>Associate Degree Grade Level</th>
<th>Bachelor's Degree Grade Level</th>
<th>Graduate Degree Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24</td>
<td>N/A</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>25-48</td>
<td>2 Sophomore</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>49-72</td>
<td>N/A</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>73-96</td>
<td>4 Senior</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>97+</td>
<td>N/A</td>
<td>5 N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: A student in a two-year program or certificate program cannot receive more than a grade level 2 (GL2) annual loan limit in any given year, no matter how long it takes to complete the program or certificate.

**Conflicting Information**

If the University has conflicting information concerning a student’s eligibility or has any reason to believe a student’s application information is incorrect, the University will resolve such discrepancies before disbursing student financial aid funds. If discrepancies are discovered after disbursing student financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible. Examples of conflicting information may include, but are not limited to, the following:
- Social Security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Household size or marital status
- Citizenship status

**Other Resources**

Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student’s cost of attendance is waived or paid by another source, other than federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:
- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
Federal Financial Aid Satisfactory Academic Progress

Purpose
Federal regulations require institutions to establish a reasonable satisfactory academic progress (SAP) policy for determining whether an otherwise eligible student is making satisfactory academic progress in an educational program and may receive financial aid under the Title IV, HEA programs. The policy must be at least as strict as the policy the institution applies to a student who is not receiving federal financial aid under the Title IV, HEA programs.

Policy
Students must maintain SAP throughout the duration of their academic program to be eligible for federal financial aid. SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student’s academic program.

Qualitative Measure
Grade Point Average
Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

A student’s cumulative program GPA is calculated using only those grades earned at the University whether in a prior program or the current program, that are applicable to the current program of study. The program GPA is computed by adding the program-applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program-applicable cumulative total number of credit hours completed.

Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

Qualitative Exclusions
The following are excluded from the qualitative computation:
- Waivers
- National Testing Programs
- COCA (Comprehensive Outcomes of Cognitive Assessment)
- Courses with the following grades:
  - In Progress Extension (IX) (provided there is no formal grade)
  - Audit (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No Grade Awarded (QC)
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)

Information regarding University academic progress standards for individual programs may be found in the appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Satisfactory Academic Progress (SAP) for DVA Education Benefits
To receive Department of Veterans Affairs (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 (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course 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 students will continue to receive funds during the probationary 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 be recorded 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 will 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 re-establish benefits with University of Phoenix.
• Waived with Credit (WC)
• No Credit (NC)
• Orientations with the following completion statuses:
  • Orientation Complete (OC)
  • Orientation Not Complete (ON)
  • Orientation Extension (OX)
• Assessed Credits

Quantitative Measure
Each academic program has a published standard credit load for completion. Pace of completion will automatically be evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

Maximum Timeframe
The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student’s primary program of study to ensure completion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) status and will not have the ability to appeal.

Pace of Completion
The quantitative measure for the pace of completion is calculated using the following formula:
Cumulative number of credit hours the student successfully completed
Cumulative number of credit hours the student attempted

At the end of each payment period, the student’s pace of completion is evaluated. Students must earn at least 67% of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward a student’s primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student withdraws are counted as attempted credit hours when calculating the quantitative measurement or program pace.

Included in Pace of Completion
The following are included as attempted in the pace of completion calculation:
• Courses that are waived with credit (WC)
• Assessed Credits
• Withdrawal (W)
• Withdrawal/Failing (WF)
• Courses completed with the following grades: A, B, C, D and F (+/–)
• In Progress (IP)
• Incompletes (I, IX and IF)
• No Grade Awarded (QC)

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). As a result of the evaluation, a student is assigned an SAP status.

Financial Aid Warning
Undergraduate students who have less than a cumulative 2.0 GPA, or otherwise minimum as stated in policy, and graduate students who have less than a 3.0 OR who do not earn 67% of the credits they attempt (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on financial aid warning (FW) status for one payment period.

Financial Aid Disqualification
If a student on financial aid warning (FW) status does not meet SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on a financial aid disqualified (FD) status. Students who are placed on financial aid disqualification (FD) status are ineligible for federal financial aid.

Financial Aid Probation
Students who are granted an appeal will be placed on financial aid probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on financial aid probation (FP) status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University’s SAP standards to maintain federal financial aid eligibility.

Financial Aid Disqualification
Students placed on financial aid disqualification (FD) status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-OPJ) Team. The SAP-OPJ form is located on the University’s financial aid application website. If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period.

Approval and/or reinstatement of federal financial aid eligibility are 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 will allow a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and will only be considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to, the following:
• Death of a relative
• An injury or illness of the student
• Other special circumstances

Students must explain in the appeals process why the nature and timing of their unusual circumstance(s) directly prohibited them from maintaining SAP, and what has changed in their situation that would allow them to demonstrate SAP at the next evaluation. If students have more than 12 credits remaining in their program of study, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If
students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully. **Regaining Eligibility after Payment Period of Ineligibility**

A student who is not making SAP regains eligibility only when the student is in compliance with the University’s SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If, after the ineligible payment period, the student meets all SAP criteria, the student’s borrower-based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY will be packaged for a full 24 credits and 30 weeks of instructional time.

If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

**Maximum Timeframe**

If at any time during the evaluation period it is determined a student is not going to complete the program of study within the maximum timeframe of 150% of the length of the educational program, the student becomes ineligible for federal financial aid. This determination cannot be appealed.

**Transfer Credits - Qualitative**

A student’s program GPA is calculated using only grades earned at the University in courses that are applicable to the program. Therefore, transfer credits will not apply when calculating the student’s GPA at the University. Transfer credits include credits for all courses not completed at the University that are applied toward the completion of the student’s degree program.

**Transfer Credits - Quantitative**

Credits taken at other institutions and applied toward the student’s program/version at the University are included in both attempted and completed hours when measuring the student’s pace toward completion. Students who change program/versions at the University will be re-evaluated to determine which credits apply to the new program/version.

**Program Changes**

Students who change programs or versions at the University will be re-evaluated to determine which credits apply to the new program/version. The student’s SAP status will be reset with an effective date of the program change or version change, and will be evaluated at the end of each completed payment period in the new program or version. If the student changes back to a program or version he/she was previously in, the student’s SAP status will reflect the status of the original program or version.

**Repeat Courses**

Grades for prior attempts are excluded when calculating the qualitative component. However, credits from all attempts are included when assessing if the student meets the quantitative component. Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

**Concurrent Enrollment**

The University will evaluate SAP for the primary program based on completed weeks and credits of a payment period, regardless of whether or not the student is enrolled concurrently. All credits completed at the University that are applicable to the primary program will apply toward the primary program’s GPA.

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**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 independently 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. A student should contact a Finance Advisor if interested in submitting a professional judgment request.

**Class Attendance**

Attendance at course 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. Students are in attendance at a local campus workshop 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 receives automatic attendance for a class week if she or he posts one (1) message, assignment submission or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class week. Deadlines for attendance are based on Mountain Standard Time. Attendance is tracked automatically in all directed study courses.

**FlexNet®**

FlexNet® students are in attendance at a local campus workshop if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. A FlexNet® student receives automatic attendance for an online class week if she or he posts one (1) message, assignment submission or quiz/exam submission that is recorded by the system in the online classroom on two (2) separate days during the online week. Deadlines for attendance are based on Mountain Standard Time. Attendance is tracked automatically in all online weeks of FlexNet® courses.

**Unexcused Absence Policy**

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 a Withdrawal (W) or Withdrawal/Failing (WF) grade if students
miss more than the maximum allowed absences.

<table>
<thead>
<tr>
<th>Number 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>Associate</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10-50+</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Academically Related Activities**

Academically Related Activities (ARAs) are used to determine a student’s official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. 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 by the University:

- Postings/Messages in a course (online, Directed Study, and online weeks of FlexNet)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only).

ARAs will not generate in Audited (AU) courses regardless of activity type.

**Leave of Absence**

**Purpose**

The University must have a written formal leave of absence (LOA) policy. The University and students must comply with the stated policy as well as governing regulations when requesting, approving, and processing LOAs.

**Policy**

This policy is applicable to all students enrolled in degree programs at the University of Phoenix. If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence.

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all LOAs may not exceed 180 calendar days in the 12-month period. During an LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients. The University will not impose additional charges when the approved LOA ends and the students resume their program of study.

**Required Documentation**

An LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow the University LOA Policy when requesting the LOA, by providing (on or before the start of the LOA) a written, signed, and dated request, including the reason for the LOA to the finance advisor. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

If unforeseen circumstances prevent a student from providing a request to the campus on or before the start of the LOA, the University may grant the LOA if the campus has documented the reason and decision. The campus must collect the signed LOA request form from the student at a later date and provide it to SFS-O within a reasonable amount of time from the last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters.

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 of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

An LOA will NOT be approved if a student requests an LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status and the request is not due to unforeseen circumstances that occurred prior to the UW status.

If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA is not valid and will be negated.

**HEROES Act**

The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 was created to ensure students who are receiving federal financial aid are not adversely affected because of their military status, a natural disaster or a national emergency, and to minimize the administrative burden placed on such individuals. If an affected student has difficulty providing a written LOA request because of affected status, a verbal LOA request may be approved. Affected students include those who:

- Are serving on active duty during a war or other military operation, or national emergency
- Are performing qualifying National Guard duty during a war or other military operation, or national emergency
- Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency

The University will document the decision for granting an approved LOA to an affected student if that student has difficulty providing a written LOA request because of affected status. The documentation will include both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing. For additional information, students should contact their Finance Advisor.

**Length**

In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the start date of the course the student is returning to. The first day of the student’s 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 date the student was unable to attend class because of the unforeseen circumstance.

The student’s LOA return date will be the first day of the course.
student returns to following the approved LOA. The active enrollment status effective date in the system of record will be the date the student posts an academic related activity in that course. A new LOA request form will be required for any additional LOAs.

**Extending an LOA**

A student may request an LOA extension as long as the request is made before the scheduled return date. Students must follow the University LOA Policy when requesting the LOA extension, by providing, on or before the scheduled return date, a written, signed, and dated request, including the reason for the LOA extension to the Finance Advisor. All requests must be forwarded to Student Financial Services – Operations (SFS-O).

**Institutionally Scheduled Breaks**

If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends.

If a student’s LOA is scheduled to end on or within an institutionally scheduled break, the University will update the LOA end date to the day prior to the start date of the institutionally scheduled break as long as the student is registered for a course set to begin when the institutionally scheduled break ends.

If a student’s LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break along with the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

**Disbursements During an LOA**

The University may disburse Pell, IASG, and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

**Completion of Coursework upon Return**

If a student takes an approved LOA in the middle of a course, the University must ensure no additional charges are incurred when the student returns. To ensure no additional charges are incurred, the University will issue the student an LOA Credit (LOAC). This LOAC will be applied to the course scheduled after the return date.

**Failure to Return**

The University will advise the student, prior to granting the LOA, the affect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance.

If the student reenters, after withdrawing from the University, the previously approved LOA days will count toward the student LOA maximum of 180 days in a 12-month period.

**Financial Aid Disbursements**

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**Federal Funds**

Provided the student has met all eligibility requirements, a student may receive the first disbursement of federal financial aid funds at the start of the program or academic year. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year. First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

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<th>Federal Loans</th>
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<td>Subsequent Borrower</td>
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Federal Grants

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program

First Disbursement Eligibility
10 days after the academic year start date or 10 days after date of certification if the academic year start date is in the past.

Second Disbursement Eligibility
Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the second payment period.

State and Institutional Grants

First Disbursement Eligibility
Varies

Second Disbursement Eligibility
Dependent on individual state requirements

Private Loans

First Disbursement Eligibility
Varies

Second Disbursement Eligibility
Dependent on individual state requirements

Application of Funds

Federal financial aid and/or state assistance funds are retained at the time of disbursement to pay allowable academic year or payment period charges owed to the University. Allowable charges are defined as tuition (including independent study and state sales tax) and electronic course material. Federal financial aid funds may only be used to pay for costs the student incurs for the period for which the federal financial aid funds are provided. However, the University may use current-year federal financial aid funds to satisfy prior award year allowable charges for a total of not more than $200.

Authorization to Apply Federal Financial Aid Funds

The University may obtain a student (or parent in the case of a PLUS loan) written, voluntary authorization through the University’s financial aid application process to retain a federal financial aid credit balance. The University will not require or coerce the authorization and will notify the student (or parent in the case of a PLUS loan) that the authorization may be canceled at any time. If the student (or parent in the case of a PLUS loan) chooses to cancel the authorization, the cancellation is not retroactive. Funds retained for incurred allowable charges and prior year charges retained prior to the University receiving the authorization cancellation, will remain on account.

At any time, the University will accept a signed statement from a student (or parent in the case of a PLUS loan), canceling or modifying the authorization initially provided. The Authorization to Apply to Future Charges form is available to students on the University’s financial aid application website. The University will accept an authorization provided by the student (or parent in the case of a PLUS loan) orally, rather than in writing, if the student (or parent in the case of a PLUS loan) has been affected by a Federally-declared natural disaster and is prevented from providing a written authorization based on status.

If a student (or parent in the case of a PLUS loan) cancels an authorization to apply a federal financial aid credit balance, the funds will be paid directly to the student (or parent in the case of a PLUS loan, or student if authorized by the parent) as soon as possible, but no later than 14 days after the University receives the notice. Notwithstanding any authorizations obtained from the student (or parent), the University must pay any remaining federal financial aid funds to the student (or parent in the case of a PLUS loan, or student if authorized by the parent) on or before the end of the loan period/academic year.

There are two options to notify the University regarding the Authorization to Apply to Future Charges form:

1. Initial notification
   a. The student is prompted to answer authorization to apply funds questions when completing the financial aid application process on the University’s financial aid website.
   b. When a student submits and submits the Authorization to Apply to Future Charges form, he or she no longer has access to make corrections.

2. Update Authorization to Apply to Future Charges
   a. If a student or parent wants to update the original authorization to apply funds, the University will accept a signed and dated statement from a student or parent outlining any changes to the Authorization to Apply to Future Charges form at any time.
   b. The student or parent will complete the statement and fax it to Student Financial Services- Operations (SFS-O) at 800-808-5123 to process the request accordingly.
   c. When an update is submitted, it is only in effect for future disbursements, and the authorizations are not retroactive.

Retaining Funds with Authorization

The University will automatically retain, from each federal financial aid disbursement, unpaid estimated future charges that are owed to the University for the loan period/academic year. If charges have not been charged to the student’s account at the time funds are disbursed, the University will retain funds for the estimated future charges for the loan period/academic year. These estimated charges will be based on original certified credits for the loan period/academic year.

If both the first and second disbursements are received simultaneously or separately, in the second payment period, allowable charges may be withheld for both disbursements. Notwithstanding any authorization, the University will pay any remaining balance on loan funds by the end of the loan period and any remaining other federal financial aid program funds by the end of the last payment period in the award year for which they were awarded.

Application of Funds

The University will withhold for allowable charges using the following order:

- Outstanding unpaid charges for the loan period, payment period or award year
- Authorized future charges less funds already on account
- Remaining funds will be disbursed to the student

Retaining Funds without Authorization

The University will automatically retain funds for allowable charges for the loan period/academic year that have been charged...
to the student account. If both the first and second disbursements are received simultaneously, allowable charges may be withheld for both payment periods provided those charges have been charged to the student account. If, after allowable charges have been satisfied, there are excess funds remaining and the student owes the University for a prior academic year, the University will automatically retain federal financial aid funds to satisfy the prior academic year charges for tuition, electronic course material fees and directed study for a total of not more than $200.

**Application of Funds**
The University will withhold for allowable charges using the following order:
- invoiced unpaid charges for the individual payment period
- prior year charges for tuition and fees
- remaining funds will be disbursed to the student (or parent in the case of a PLUS loan, or student if authorized by the parent)

**Disbursement for Books and Supplies**
Pell-eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period. Disbursed funds would create a federal financial aid credit balance. The student should contact a Finance Advisor for eligibility. The student will be provided with the lesser of the presumed credit balance or amount. The student will be notified of eligibility and provided instructions to redeem the book voucher from EdMap.

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 book voucher, the credit balance will be sent approximately two weeks after all federal financial aid funds have been disbursed.

**Cancellation of Federal Financial Aid**
The student (or parent in the case of a Parent PLUS Loan) 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 Change form, located on the University’s financial aid website.

The University may return the loan funds, cancel the loan or both, provided 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 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.

**State Funds**
A payment period is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

**Federal Direct Loan Entrance Counseling**
The University ensures loan entrance counseling is conducted online using the iGrad entrance counseling module for students/parents borrowing federal subsidized/unsubsidized student loans or PLUS loans for the first time. A link to the iGrad module is displayed within the FAW process. 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

**Federal Direct Loan Exit Counseling**
The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) within 30 days of completion of a program, withdrawal from the University, or when a student ceases to be enrolled at least half-time. Exit 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

**Federal Perkins Loan Counseling**
The University ensures Perkins Loans exit counseling is conducted online at the Mapping Your Future Online Counseling website at http://mappingyourfuture.org/osc/. Perkins Loan counseling
generally includes the following:

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

**Federal Teacher Education Assistance for College and Higher Education Grant Counseling**

The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at the National Student Loan Data System (NSLDS) student access site at http://www.nslds.ed.gov/. Within thirty days of learning a TEACH grant recipient is no longer in attendance, a letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment that can be found at: https://teach-ats.ed.gov/ats/images/gen/exitCounseling.pdf.

**Federal Loan Repayment**

**Prior Federal Student Loan Deferments (Postponing Payments)**

A student who is registered and attending classes at the University may have federal financial aid loans from previous colleges deferred. Deferment forms can be obtained from the lender if the loan is from another school. Return all deferment forms to a Finance Advisor, who forwards the forms to the Registrar’s Office for processing to the holder of the loan. The loan holder makes the final determination to grant a deferment request.

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

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at http://www2.ed.gov/offices/OSFAP/DirectLoan/postpone.html.

**Loan Payment Calculator**

Loan payment calculators may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available. The Repayment Estimator at https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action allows students to estimate their payment under all available repayment plans.

**Sample Standard Repayment Calculator Detail**

<table>
<thead>
<tr>
<th>Interest Rate</th>
<th>Loan Amount</th>
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<tbody>
<tr>
<td>6.80%</td>
<td>$12,000</td>
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</table>

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50, and have up to 10 years to repay.

**Repayment Summary**

- **Months in Repayment**: 120
- **Monthly Payment**: $138
- **Total Interest Payment**: $4,572
- **Total Loan Payment**: $16,572

**Graduated Repayment Detail** - 120 months starting at a payment of $50 and a final monthly payment amount of $339. Total interest paid would be $6,352, for a total of $17,532.

**Extended Repayment** - Only available for loan amounts greater than $30,000.

Payment amounts under the Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Repayment Estimator after you enter tax filing status, adjusted gross income, family size and state of residence.

**Federal Student Loan Consolidation**

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans such as interest rate discounts, principal rebates, or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.


**Federal Student Loan Forgiveness, Cancellation and Discharge**

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available:

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
Veterans Educational Benefits

Students who are entitled to U.S. Department of Veterans Affairs (DVA) education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for DVA education benefits. Applications 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 the educational program being pursued. Only the DVA can determine eligibility of DVA education applications. For information, a student should contact a DVA representative at 888.G.BILL.1 (888.442.4551) or review http://www.gibill.va.gov.

Directed study courses have Defense Activity for Non-Traditional Education Support (DST-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, http://www.gibill.va.gov, for additional information on educational entitlements.

On April 27, 2012, the President of the United States signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans/Spouses, and Other Family Members. This executive order addresses key areas relating to federal military and veterans educational benefits programs. Military or affiliated students may qualify for federal assistance or student loans under federal financial aid programs (Title IV). Additional information for military tuition benefits can be viewed at: http://www.phoenix.edu/colleges_divisions/military/education_plan.html

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 and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits 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.

Military Tuition Assistance

To obtain federal military tuition assistance, visit your education or Navy College Office to receive college counseling and develop an education plan. From that point, a student can submit a military tuition assistance request; for more information, visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html.

A student can currently receive 100% of 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 for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Active-duty students who request to use the Tuition Assistance Top-Up (TATU) benefit program should direct all questions or concerns to the DVA at 1.888.G.BILL.1 (1.888.442.4551) or online at http://www.gibill.va.gov/

For more information about VA Tuition Assistance and financial options, go to http://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 re-enroll.

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 re-entry policy. The Military Division should then submit these completed documents along with the servicemember's readmission form. The student may remain in the 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 armed 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.

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

Re-entry Policy for Servicemembers Opportunity Colleges (SOC)

Students out for a period of more than one year, with current, active or prior military experience in the Army, Coast Guard, Marine Corps and Navy are covered under the Servicemembers Opportunity Colleges (SOC) guidelines, and therefore will be permitted to continue in their original program/version of study. These students are required to complete all degree requirements within the graduation deadline period. Students are granted five (5) years to complete an associate degree and seven (7) years to complete an undergraduate degree from the first date of positive attendance with the University. If the student is unable to complete his or her degree requirements within the deadline, the University is not obligated to uphold the agreement of the SOC Degree Network.

Note: A student with a SOC agreement who changes program, major or concentration is required to update to the most current program/version offered in his or her state or jurisdiction. A new SOC agreement will be created for the student when the student is admitted to the new program/version, and the student will be given a new five (5) year (associate) or seven (7) year (undergraduate) timeframe in which to complete the degree.

Student Financial Responsibilities, Policies and Options

The student is responsible to ensure all tuition and electronic course materials fees are paid whether in attendance or not. The student is responsible for knowing the account balance. Student account information is available on the student website. When the student is considered administratively, officially or unofficially withdrawn from his or her program, the University may cancel any federal financial aid in process. The student may receive a refund for or may owe payment to the University depending upon the student’s account.

Changing Finance Plans

The student can change a finance plan if in compliance with the current finance plan. To change a finance plan, the student must contact a Finance Advisor and complete all necessary documents. All changes must be approved by University of Phoenix to become effective.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to finance approval by their primary campus prior to enrolling in a course. Tuition and all applicable fees 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. Students are required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded.

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 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 decisions to defer tuition payment or to assist in the collection of amounts owed.

Electronic Course Materials and Books Fees

Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student’s stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. The student who drops a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course’s original start date.

State Tax

Various states require universities to collect a tax on tuition, fees, digital goods or access to digital information. The University will collect the appropriate tax on tuition, fees and electronic course materials fees charged to the student in these states. Contact a Finance Advisor for the current list of states requiring tax be collected.

Financial Policies

Multiple-Tuition Discount Policy

For instances in which a student may qualify for multiple tuition discounts, the discount that provides the greatest benefit to the student will be applied to the tuition amount.

General Refund Policy

A tuition refund may be granted to those who qualify, based on the state refund policy. A complete list of state refund policies is located in the Academic Catalog and the Consumer Information Guide. All other fees are nonrefundable, unless prohibited by law.

Tuition Credit Policy

The student may request a tuition credit from University of Phoenix when he or she drops a course due to extenuating circumstances. If the student earns a W or F grade, he or she may be eligible for a tuition credit. The credit is nontransferable to other students and may be used at any University of Phoenix campus.

Payment Policies

Payments are accepted on the student website (https://ecampus.phoenix.edu/portal/portal/public/login.aspx) by check, credit card or debit card. Finance Advisors can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

Apollo Education Group/Corporate Processing
Understanding and choosing the right finance plan is critical to the successful completion of the student’s selected program. University of Phoenix offers a number of finance plan options to assist the student in managing financial obligations. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html or contact a Finance Advisor with any questions regarding financial options and scholarships.

Financial Options

Late Payment Fees

Payments must be made in accordance with the selected finance plan. If tuition payment is not received within the terms and conditions of the selected finance plan, fees up to $25 will be assessed to the student account, unless otherwise restricted by law. Late fees are due immediately upon invoice.

Notice

The University may report information about student accounts to credit bureaus. Late payments, missed payments or other defaults on student accounts may be reflected in a credit report.

Returned Check Fees

Returned checks will result in an additional processing fee of $25, unless prohibited by law.

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 or U.S. Department of Defense. For more information, please visit http://www.phoenix.edu/tuition_and_financial_options/tuition-deferral-plan.html

Tribal Funding

Several American Indian tribal nations provide funding for the tuition of a student who is a recognized member. For more information, please contact tribalrelations2@phoenix.edu

Withdrawing from the University

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

Official Withdrawals

There are two ways a student can provide official notification of the intent to withdraw from the University to be considered an official withdrawal:

2. Notify the designated campus offices of Enrollment Services, Academic Services and Financial Services.

Withdrawal Date

The withdrawal date for an official withdrawal is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. This date will always be earlier than or equal to the date of notification.

Date of Determination

The date of determination (DOD) for students who officially withdraw from the University is the latter of either the student’s withdrawal date or the date of notification. 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.

Recission of Official Withdrawal

Students may rescind the intent to withdraw by completing the Official Withdrawal Rescind request via the University eCampus website. The original Official Withdrawal link will be replaced with the Cancel Your Withdrawal link. Recisions may be requested up until the time a Return of Title IV (R2T4) calculation has been completed. The student may also submit an electronic or written statement to the University stating his/her intent to return to the University, remain in academic attendance and continue to participate in academically related activities through the end of the payment period.

If the student subsequently withdraws after rescinding the intent to withdraw, the withdrawal date is the last date of academic attendance or academically related activity determined from University attendance records.

The date of determination (DOD) for students who rescind their
intent to withdraw and subsequently withdraw from the University, without official notification, is no greater than 15 days after the student’s official last date of academic attendance or attendance at an academically related activity.

Unofficial Withdrawals

Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals after 14 days of consecutive nonattendance at an academically related activity.

Exceptions

The University will allow the following exceptions when counting the 14 days of consecutive nonattendance at an academically related activity:

I Grades

If a student is granted an extension of the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance at an academically related activity. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an I (Incomplete), IP (In Process), or IX (In Progress Extension) grade.

Institutionally Scheduled Breaks

Students on institutionally scheduled breaks will not have the days of the break count toward the 14 days of consecutive nonattendance at an academically related activity. The following are the different types of institutionally scheduled breaks at the University:

- Holidays
- Inclement Weather
- Administrative

Withdrawal Date

The withdrawal date for a student who ceases attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance at an academically related activity determined from University attendance records.

In the case of a student who has received an approved leave of absence, the University will review the student record on or after the original approved return date. The University review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

Date of Determination

The date of determination (DOD) for students who unofficially withdraw from the University is no greater than 1) 15 days after the official last date of attendance; or 2) when a student fails to return from an approved leave of absence. Students granted an extension (I, IX, IP grades) have the period of the extension excluded when counting the 14 days of consecutive nonattendance. For example, if the student was out of attendance (OOA) for 5 days prior to the extension, once the extension is completed the days continue to count from day 6 until the next academic related activity (ARA) posts. If the student does not post ARA, then at 14 days (excluding the extension period) the DOD will populate. The University will return the amount of federal financial aid funds for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

Administrative Withdrawals

Students who are withdrawn from the University for failure to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals.

Withdrawal Date

The withdrawal date for students who are administratively withdrawn is the last date of academic attendance or attendance at an academically related activity that occurred prior to the decision to administratively withdraw the student.

Date of Determination

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

Return of Federal Financial Aid

A federal financial aid (Title IV) recipient who withdraws from the University subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, a R2T4 calculation must be performed to determine the amount of federal financial aid disbursements for which it is responsible no later than 45 days after the date the University determines the student has withdrawn.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS loan dies, the University will suspend further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate will be requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal

The withdrawal date for a deceased student will be the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination will be the date the University becomes aware of the student’s death. (Refer to Withdrawal from the University)
The amount of federal financial aid funds earned by the student will be calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts will be returned to the appropriate federal financial aid programs. The University will not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student’s estate is not required to return any federal financial aid funds.

The following represents procedures the University will follow if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University’s refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student’s records. Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

**Return Calculation**

The amount of federal financial aid earned is calculated by determining the percentage of aid earned and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student’s academic year. For purposes of determining earned federal financial aid, a student’s aid is considered disbursed if it is disbursed as of the student’s last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student’s last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

**Conditions for a Late Disbursement**

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University will not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following:

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins Loan funds for which the borrower has not signed a promissory note.
- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student’s program of study.

**Inadvertent Overpayments**

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student’s last date of attendance but prior to the University’s determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment could not have been made as a late disbursement, the University will return the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment could have been made as a late disbursement, the University will return only the unearned portion of the inadvertent overpayment within 45 days of the University’s date of determination that the student withdrew. Unearned inadvertent overpayments will be returned according to the requirements for the return of unearned funds.

**Verification and the Return Calculation**

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University will perform the R2T4 calculation based on all federal financial aid for which the student had established eligibility prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student’s last date of attendance or the deadline established by ED each award year, the University will review and address eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University will include in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

**Institutionally Scheduled Breaks**
Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday, inclement weather, and administrative breaks of five or more consecutive days.

**When Funds are Disbursed Using Different Payment Periods**

When the University disburses different types of aid using different payment periods, e.g., one payment period for disbursing grant funds and another payment period for disbursing DL, only one payment period is used in determining earned funds. The payment period ending later is used for the R2T4 calculation.

**Percentage of Federal Financial Aid Earned**

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student’s last date of attendance in the payment period. This percentage is determined using the University rate of progression calculation.

If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdrawal date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

**Rate of Progression Calculation**

The rate of progression of the period completed is calculated as follows:

\[
\text{Number of calendar days completed in the payment period} \div \text{Total number of calendar days in the payment period}
\]

**Total Calendar Days Completed in the Payment Period**

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student’s last date of attendance.

**Required Adjustments to Calendar Days in the Payment Period**

Calendar days will be removed from the calendar days completed in the payment period if any of the following have occurred from the payment period start date to the student’s last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
- Holidays
- Inclement weather
- Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved leave of absence calendar days
- Unapproved breaks of less than 180 days

**Total Calendar Days in the Payment Period**

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

**Required Adjustments to Calendar Days in the Payment Period**

Additional calendar days must be added to the payment period for unsuccessful course(s) completions with grade of I, IX, IP, QC, F or W that occurred in a course prior to the course the student’s last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9 week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5 week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5 week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online — 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground — 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master’s/Doctoral Program Online — 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master’s /Doctoral Program Ground — 36 days if one course is needed, 72 days if two courses are needed, etc.

*Note: Additional calendar days will NOT be added for the course(s) in which the student’s official last date of attendance falls within. This includes all course(s) the student was enrolled, but did not complete at the time of withdrawal.*

Calendar days will be removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All leave of absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days

**Rate of Progression Examples**

The following examples illustrate the rate of progression calculation outlined above. The figures provided are examples only; actual amounts may vary for each student.

**Bachelor Program Online**

- Last date of attendance is 7/15/20XX
- Payment Period is 06/07/20XX to 10/24/20XX

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Credits</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructor</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Course #1</td>
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<td>06/07/20xx</td>
<td>07/11/20xx</td>
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<td>W</td>
</tr>
<tr>
<td>Course #2</td>
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<td>08/15/20xx</td>
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<tr>
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<td>09/19/20xx</td>
<td>JOHN-SON</td>
<td></td>
</tr>
<tr>
<td>Course #4</td>
<td>3.0</td>
<td>09/20/20xx</td>
<td>10/24/20xx</td>
<td>BROWN</td>
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</tr>
</tbody>
</table>
**Rate of Progression Calculation**

\[
\text{completed days} \div \text{total days} = \text{percentage of completion}
\]

<table>
<thead>
<tr>
<th>Days Completed</th>
<th>Total Days</th>
<th>% of Payment Period Completed</th>
<th>Federal Financial Aid Disbursed For the Payment Period</th>
<th>Disbursed Financial Aid Earned*</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>175</td>
<td>22.28%</td>
<td>$12,500</td>
<td>$2,785</td>
</tr>
</tbody>
</table>

*Estimate for illustrative purposes only.

**Title IV Credit Balance and the Return Calculation**

A Title IV credit balance created during the period will not be released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University will hold these funds even if, under the 14-day credit balance payment requirements, funds were otherwise required to be released.

In the R2T4 calculation, 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 payment period in the academic year that remains on a student’s account when the student withdraws will be included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance will be allocated first to repay grant overpayments owed by the 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
- To the student (or parent for a PLUS loan)

The University will apply its own refund policy prior to allocating a federal financial aid credit balance.

However, the University will not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

The University will apply its own refund policy before allocating a federal financial aid credit balance. However, the University will not complete its refund process 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 federal financial aid programs.

**Return of Unearned Aid**

In the R2T4 calculation, the total Amount Disbursed plus Amount That Could Have Been Disbursed to the student or on the student’s behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source.

When a return of federal financial aid is required, the University and the student may both need to return funds. The University will return the lesser of the following amount to the appropriate federal financial aid program(s):

- 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 (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges will only be adjusted for changes the University makes prior to the student’s withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student’s account. Although institutional charges may not have actually been charged due to the student’s withdrawal, the University will use the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students’ primary campus. Institutional charges will include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers, excluding those for military students, are counted as Estimated Financial Aid (EFA) and will not be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes will not impact the charges or aid earned in the calculation.

The University will return federal financial aid funds to programs in the following order up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Unsubsidized Loan
- Subsidized FFEL/Direct Subsidized Loan
- Federal Perkins Loans
- Federal Direct Graduate/Professional PLUS
- Federal Direct Parent PLUS
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid 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 funds 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 calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid 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 exceeds one-half of the total federal financial aid grant funds received by the student.

The University may round final repayment amounts, for which the University and student are responsible, to the nearest dollar.

**Timelines for Return of Funds**

University of Phoenix, 2014-2015
The University will complete a student’s R2T4 calculation within 30 days of the University’s date of determination. The University will return the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn.

**Tuition Refund Policy**

**Institutional**

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student who begins a program under Registered (R) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition 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% refund for that course. Students who have completed 60% 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

**State**

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student’s situation. These policies are outlined below.

**Arizona**

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

**California**

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception:
- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus Director of Finance at the address listed below.

**Florida**

Students in the state of Florida will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- The University will retain $45 of the application fee for students who withdraw from the University prior to the start of their program and after the three-day cancellation period.
- Refunds will be paid within 30 days of a student’s official withdrawal.

**Georgia**

Students in Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student’s official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.

**Indiana**

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

A student is entitled to a full refund if one or more of the following criteria are met:

- The student cancels the Enrollment Agreement within six business days after signing.
- The student does not meet the University minimum admission requirements.
- The student’s enrollment was procured as a result of a misrepresentation in the written materials utilized by the University.

If the student has not visited the University prior to enrollment and, upon touring the University or attending the regularly scheduled orientation or classes, the student withdrew from the program within three days, he or she will not have a financial obligation.

A student withdrawing from an instructional program after starting the instructional program at the University and attending one week or less is entitled to a refund of 90% of the cost of the financial obligation, less an application or enrollment fee of 10% of the total tuition, not to exceed $100.

A student withdrawing from an instructional program, after attending more than 25% but equal to or less than 50% of the duration of the instructional program, is entitled to a refund of 50% of the cost of the financial obligation, less an application or enrollment fee of 10% of the total tuition, not to exceed $100.

A student withdrawing from an instructional program, after attending more than 50% but equal to or less than 60% of the duration of the instructional program, is entitled to a refund of 40% of the cost of the financial obligation, less an application or enrollment fee of 10% of the total tuition, not to exceed $100.

A student withdrawing from an instructional program, after attending more than 60% of the duration of the instructional program, is not entitled to a refund.

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

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

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

Iowa

Students in the state of Iowa who withdraw from a course prior the start date will receive a 100% refund of tuition for that course. Students who withdraw from a course after the start date will receive a pro-rata refund of tuition for the course until they have attended 100% of the course. Refunds will be paid within 30 days of a student’s official withdrawal.

Kansas or Missouri

Students in Kansas or Missouri will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid if they withdraw within three business days after signing the Enrollment Agreement.
- To cancel enrollment, a student must notify the local campus in writing on or before the three-day period. After the three-day period, all fees, including applications fees, assessment fees and book fees, are nonrefundable.
- A tuition refund must be requested in writing to the student’s local campus.

Kentucky

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

- A student who cancels enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% of the tuition agreed upon in the Enrollment Agreement or $100, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid within 30 days of a student’s official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn.

Louisiana

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

- A student who cancels enrollment any time before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is nonrefundable.
- Refunds will be paid within 30 days of a student’s official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

Minnesota

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

- Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated institutional refund policy.
- To calculate the minimum refund due to the State Grant Program, the SELF Loan Program and other aid programs (with the exception of the state Work Study Program), the Higher Education Services Office Refund Calculation Worksheet of the Minnesota State Grant manual is used.

New Mexico

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.
Online

- Students have the right to cancel enrollment until midnight of the state where online campus students reside will be used to calculate their refund amount. The refund policy of the state where local campus students attend class will be used to calculate their refund amount.

**Consumer Policies and Codes of Conduct**

**University of Phoenix Family Educational Rights and Privacy Act**

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 (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

**Access to Education Records**

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 students’ records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

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

The following are not interpreted as education records:
- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
  - Exception: The Student Health Insurance Plan Enrollment/Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
- 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 educational record information, provided the student does not have a FERPA Hold Request form on record.
- Student name
- Home address
- Email address
- Home telephone number
• Year of birth
• Dates of attendance at the University
• Dates of admission to the University
• University programs of study
• University degree completion dates and type of degrees earned
• Current enrollment status
• 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

Exception: 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 add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar’s Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Mass Distribution of Student Information

Anyone wanting to release mass distribution of directory student information must first request approval from the Registrar. Campus Personnel must send an email to the Registrar’s office requesting approval to release student information.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall 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.

** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., 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-parties, including parents with inquiries, 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.

Exception: The University may release personally identifiable information (PII), directory and non-directory information without the student’s consent under the following conditions:

• School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment.
• 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, Nelnet Scholarship Management, Aptimus, Protiotti, ACS, ECMC Solutions, National Student Clearinghouse, Paradigms, LLC, Taylor Corporation, Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, InsideTrack, Salesforce, Iron Mountain, Outsell Y-Connecting, Cerence, IntraEdge, ITC Info Tech, Western International University, Vocado, iGrad, Google, HCL Technologies, Regent Education and other services.
• Collection agencies (Firstsource Advantage, Reliant Capital Solutions, FMS, CBE Group, State Recovery Systems, Northland Group, Primary Financial Services, Gatesland, Malcolm S. Gerald, I.C. System, Asset Recovery Solutions, Capital Management Services, Account Control Technology, ATG Credit, Tate and Kirlin Associates, Optio Solutions, Financial Recovery Services, Federal Bond and Collection Service) 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 (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforce terms and conditions of the aid)
• Organizations conducting studies for, or on behalf of, the school
• Accrediting organizations
• Authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities
• 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
• To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
• 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 nonforcible 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 nonforcible 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 or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.

A school official is defined as:
1. A person employed by the University in an administrative, supervisory, academic, research, or support staff position.
2. A person employed by or under contract to the University to perform a task.
3. A person serving on an institutional governing body or committee.

Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual’s attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(01)]

Students requesting demographic or PII on other UOIPX students for survey/research purposes must contact the appropriate Director of Operations and Academic Affairs after it has been approved through the Human Subjects Committee and/or Committee on Research as appropriate.

The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA 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 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, the Office of Admissions & Records 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 have a copy of or to inspect. 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 a student’s file, the student 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.

A designated University official must be present when a student wishes to review his or her 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 that 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.

A student must submit a 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 within 14 days of the decision and advise the student of his or her right to challenge the information. A student’s request for a formal hearing must be made in writing and submitted to the Office of Admissions & Records. 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. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student’s expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. 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 deci-
There is an unresolved disciplinary action against the student.

The student is not in compliance with his or her UOPX financial obligations for the program.

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.

Exception: 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.

Exception: 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:

- The student is not in compliance with his or her UOPX financial obligations for the program.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the following exception criteria is met:
  - A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
  - A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.
  - If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

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

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, 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 University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

The Student Verification Process (SVP) is required for inbound and internally transferred phone calls in which a request for the release of or update to any student record information is made. 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 or 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.

**Solomon Act**

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

- 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. No information will be released if the student has a FERPA Hold on record.

**Gainful Employment Disclosures**

Disclosures regarding University programs related to gainful employment are provided for each eligible program at http://www.phoenix.edu/programs/gainful-employment.html

**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 at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates and maintains uniform student loan practices that focus on the best interest of 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://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

**Consumer Privacy Policy**

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at http://www.phoenix.edu/copyright-legal/privacy_policy.html

**Scope of Privacy Policy**

This policy applies to website visitors, current and potential students, and any other user of services offered through our Sites including any websites or mobile applications operated by or on their behalf. This policy applies to both online and offline collection, storage, processing and transfer of personal information. However, certain sites or services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s) (collectively “Additional Policies”).
**Information Collected**

We collect various types of information through our Sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including Social Networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for admission or financial aid; register for classes; order educational or other products and services; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.

**Information Uses**

We will not sell, rent or lease your personal information to others except as provided in this policy. We may collect, use and disclose personal information for the following purposes:

- To determine your admissibility and to register you for your selected educational programs
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
- For sharing with our Educational Partners or Business Associates who are performing services on our behalf
- To analyze how Sites and services are being accessed and used
- For investigation of information security and information asset protection-related incidents
- To test, correct and improve our content, applications and services
- To develop new applications, products and services
- For Online Behavioral Advertising purposes
- To improve Site and service performance and delivery
- To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement)
- To investigate suspicious information that denotes illegal activity such as financial aid fraud
- To analyze academic and learning outcomes and preferences
- To analyze risk and business results
- To obtain payment for services that we provide to you
- To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
- To maintain business records for reasonable periods
- To enforce our Terms of Use
- To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
- And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to Apollo Education Group, Inc., our Educational Partners or our Business Associates.

**Your Rights and Choices**

**Marketing Communications**

If you do not wish to receive marketing email communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser:

http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Office.ComplianceUOPX@phoenix.edu

Under California’s Shine the Light law, Cal. Civ. Code § 1798.83, we provide California residents the ability to opt out of disclosures to Educational Partners for direct marketing purposes. To opt out of these disclosures at no cost, email Office.ComplianceUOPX@phoenix.edu

**Do Not Track and Online Behavioral Advertising**

University of Phoenix does not itself respond to web browser-based DNT signals. We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184?v=1

**Other Collection, Use and Disclosure**

You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable 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. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu

**Other Important Information**

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 your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the “Students’ Rights to Privacy and Access to Educational Records” policy, visit http://www.phoenix.edu/about_us/regulatory/consumer-information.html.
Copyright Infringement and Peer-to-Peer File Sharing

Copyright Infringement

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

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

Specific information on copyright law and fair use may be found at the following sites:
- The U.S. Copyright Office: http://www.copyright.gov
- The Electronic Frontier Foundation fair use frequently asked questions: http://w2.eff.org/IP/eff_fair_use_faq.php

Copyright Infringement

The copyright law provides the owner of a copyright the exclusive right to do 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 your computer, you may be sharing someone else’s copyrighted materials without realizing you are doing so. As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important. You 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.

The 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, faculty and other network users 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, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, 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
- 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 are reviewed annually by the Sr. Director of Governance, Risk and Compliance; the most recent review was completed in February 2013.

**Digital Millennium Copyright Act 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 and other network users to comply with 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’s Copyright Infringement 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
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.

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, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows 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 or 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 him or her 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](http://www.phoenix.edu/admissions/admission_requirements.html)

Register to Vote

The National Mail Voter Registration Form can be used to register U.S. citizens to vote, to update registration information due to a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing. The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at [http://www.eac.gov/voter_resources/contact_your_state.aspx](http://www.eac.gov/voter_resources/contact_your_state.aspx). Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at [http://www.eac.gov/voter_resources/register_to_vote.aspx](http://www.eac.gov/voter_resources/register_to_vote.aspx)

Campus Safety and Security

The University Campus Safety policies at [http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf](http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf) 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:

- Alcohol and other drug abuse
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention
- Crime Reporting
- Emergency Mass Notification
- Information related to campus safety
- Legal effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual assault policy and prevention

The University Campus Safety policies at [http://cdn.assets-phoeni-x.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf](http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf) 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:

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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. Visit [http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html](http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html) to access a PDF file of University of Phoenix Campus Safety Policies.

Campus Crime Statistics

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 and FBI. 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.phoenix.edu/about_us/campus-safety/campus-crime-statistics.html](http://www.phoenix.edu/about_us/campus-safety/campus-crime-statistics.html) or by requesting a printed copy from your local campus security authority (contact information can be viewed at [http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html](http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html)). University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time 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 provide notice of each institution of higher education in that state at which the offender is employed or is a student.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at [http://www.sexoffender.com](http://www.sexoffender.com) or [http://nsopr.gov/](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 Clery 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 Education Group (Apollo), and University of Phoenix (UoPX) have established an emergency mass notification process that includes emergency escalation processes, mass notifications, and supporting systems. These processes enable Apollo and UoPX to contact or send notices, alerts or warnings without delay to employees, faculty, and students in the event of an emergency, dan-
Drug abuse affects all aspects of life. It threatens the workplace as well as 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 (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 other drugs, while attending class, or meeting with campus personnel, is prohibited; and may be subject to disciplinary action. All alcohol and other drug abuse policies, prevention, and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html.

Prohibition of Illicit Drug Use

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

Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving Federal Financial Aid may lose eligibility for Federal Aid. Federal Aid includes Federal Pell and SEOG Grants, Federal Work Study, Federal Perkins Loan, Federal Stafford Loan, Federal Plus Loan, Graduate plus Loan and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers ‘yes’ to the question then they will be sent a worksheet by the federal processing center in order to determine if the conviction affects eligibility for aid. Students denied eligibility for an indefinite period can regain it after successfully completing a qualified rehabilitation program.

Students denied eligibility for an indefinite period can regain it after successfully completing a qualified 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).

If the student regains eligibility during the award year, they should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student’s responsibility 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.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the follow-
ing requirements:
• Be qualified to receive funds directly or indirectly from a federal, state, or local government
• Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company
• Be administered or recognized by a federal, state or local government agency or court
• Be administered or recognized by a federal or state-licensed hospital, health clinic, or medical doctor.

Convictions during Enrollment
Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. The Student Financial Services will work with the student regarding all of the available options.

Institutional Sanctions for Alcohol and Drug Violations
Any member of the University community found consuming or selling illegal 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.
STUDENTS’ RIGHTS AND RESPONSIBILITIES

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities.
American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in the Bachelor of Science in Nursing and Master of Science in Nursing degree programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the Campus Ethics Committee.

Expectations for conduct and the standards are discussed in the beginning classes for either the baccalaureate or graduate degree programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

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.

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 with, 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/sexual 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 or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.

5. Disciplinary 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, other substances 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, 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:

1. 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:
   a. 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.
   b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgment.
   c. 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.
   d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one’s submission.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been prepared for a course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in any prior course are subject to the same consequences they would face if they plagiarized these assignments. The use of one’s previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

3. Fabrication - Falsification or invention of any information, citation, data, or document.
   a. 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.

4. 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. This includes the purchasing of services to partially or fully complete academic work.
   a. 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
Conduct: campus code of conduct, student records, and Title IX. Please note there are three separate procedures under the Student Code of Conduct: Procedure for Processing Alleged Violations of the Student Code of Conduct:

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1. Campus Code of Conduct - all violations unless related to student records or sex discrimination/sexual harassment.
   a. Alleged Violations are subject to a fair and impartial process and may result in a warning or charge.
      i. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.
      ii. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Dispute Management.
   b. Notification - A student who is charged will be notified of the specific charge(s) in writing and will be given ten (10) days to submit a written response to the designated University official.
      i. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course if the student is actively attending classes and is not subject to immediate suspension.
      ii. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.
      iii. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.
   c. Student Response
      i. A student response acknowledging guilt will be sent to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee who will determine the appropriate sanction(s).
      ii. A student response denying the charge(s) will follow the committee process outlined below.

2. Student Records - alleged violations of the student records or sex discrimination/sexual harassment.
   a. 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.

3. Misrepresentation - Falsely representing the student's situation to faculty when (1) justifying an absence or the need for an incomplete grade; or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline forsubmitting a course requirement.
   7. Collusion - Helping or allowing another student to commit any act of academic dishonesty.

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      i. A student response acknowledging guilt will be sent to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee who will determine the appropriate sanction(s).
      ii. A student response denying the charge(s) will follow the committee process outlined below.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of 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.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the Director of Academic Affairs, Director of Operations, or designee about whether a violation occurred and what sanction, if any, is warranted.

iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

v. Students are not entitled to representation by an attorney or any other third party at any point in the process.

vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.

vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packs are required to be destroyed in order to maintain confidentiality.

d. Ethics Committee:
   i. After the campus investigation is completed and the student has responded to the Charging Letter, an Ethics Committee will be convened to review the file, make findings of facts and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee).
   ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of 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.
   iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the Director of Academic Affairs, Director of Operations, or designee about whether a violation occurred and what sanction, if any, is warranted.
   iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

v. Students are not entitled to representation by an attorney or any other third party at any point in the process.

vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.

vii. The Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee's deliberations, the Case Packs are required to be destroyed in order to maintain confidentiality.

e. Decision - the facilitator delivers a summary report, generally containing findings of fact 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 Ethics Committee and render the decision. All tasks related to the Student Code of Conduct procedure must be completed in the appropriate system by the Campus Director of Academic Affairs or the Campus Director of Operations within 45 days.

i. The decision will be communicated to the student by the decision maker.

ii. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

iii. Any decision which affects a student's enrollment or academic status will be communicated to the Registrar's Office for records update.

f. Sanctions:
   i. If a violation is found, disciplinary sanctions will be based
on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, a failing grade on assignments or for the course, suspension and/or expulsion.

ii. A recommendation of expulsion by the decision maker will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the campus communicates that sanction to the student.

g. Appeals:

i. Where a student is found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the SDRC in the ODM within ten (10) days of receiving the campus decision.

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

iii. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of the Provost, the Executive Vice President of Administrative Services, and the Dean of the accused student's college (or their respective designees). The decision of the SMRC is final and will be communicated directly to the student and the campus.

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

a. Alleged Violations are subject to a fair and impartial process and may result in a warning or charge.

b. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner.

i. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.

ii. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Dispute Management.

c. Notification - A student who is charged will be notified of the specific charge(s) in writing and will be given ten (10) days to submit a written response to the designated University official.

i. Failure of a student to respond to the Charging Letter will 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.

ii. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.

d. Student Response

i. A student response acknowledging guilt will be sent to the Registrar, or their designee who will determine the appropriate sanction(s).

ii. A student response denying the charge(s) will follow the committee process outlined below.

e. Registrar’s Committee:

i. After the Apollo Ethics and Compliance Department's investigation is completed and the student has responded to the Charging Letter, a Registrar’s Committee will be convened to review the file, make findings of facts and recommendations to the Registrar (a designee may be appointed if the Registrar has recused himself/herself).

ii. The Registrar's Committee will be facilitated by a Manager or Senior Investigator from Apollo Ethics and Compliance. The facilitator must be impartial and have had no prior involvement with the investigation or student.

iii. The Registrar's Committee composition will be at least three impartial individuals who have no prior involvement with the student or the investigation: an Associate Registrar (or designee); a Director or Operations Manager from the Registrar's Office (or designee), and a Director from Office of Admissions & Records or a Director of Finance.

iv. The Registrar's Committee will 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.

v. Students will be afforded the opportunity to address the Registrar's Committee via teleconference to make a statement in their defense.

vi. Students are not entitled to representation by an attorney or any other third party at any point in the process.

vii. Tape, digital, or other electronic recording of the committee meeting is not permitted.

viii. The Registrar’s Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the student.

ix. The Registrar’s Committee members sign a Confidentiality Statement for Committee Members and, after the Committee’s deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

f. Decision - the facilitator delivers a summary report, generally containing findings of fact 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.

i. The decision will be communicated to the student by the decision maker.

ii. In accordance with the requirements under the HEOA, upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s).
3. Title IX Student Code of Conduct - An alleged violation of the Student Code of Conduct that relates to sex discrimination, sexual harassment, or sexual violence will be forwarded to the University’s Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-5907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

a. Alleged Violations are subject to a fair and impartial process and may result in a warning or charge.

i. Alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.

ii. Investigations will be conducted within 60 days barring any unusual complexity.

iii. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with the Office of Dispute Management.

b. Notification - A student who is charged will be notified of the specific charge(s) in writing and will be given ten (10) days to submit a written response to the designated University official.

i. Failure of a student to respond to the Charging Letter will 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.

ii. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.

iii. The complainant(s) shall be notified of when and if a Charge Letter or warning is sent to the respondent(s).

c. Student Response

i. A student response acknowledging guilt will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

ii. A student response denying the charge(s) will follow the committee process outlined below.

d. Title IX Committee:

i. 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.

ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator, Assistant Title IX Coordinator, or Deputy Coordinator (a designee may be appointed if the Coordinator has recused himself/herself).

iii. The Title IX Committee will be facilitated by an impartial administrator from the Office of Dispute Management.

iv. The Title IX Committee composition will 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.

v. The Title IX Committee will use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator, Deputy Coordinator, or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. Students and complainants will be afforded the opportunity to separately address the Title IX Committee to make a statement in their defense. This may be done via teleconference.

vii. 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 HEOA, opposing parties are entitled to have third parties present during the committee process. (Note: The third party cannot be an attorney).

viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.

ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the
student, opposing parties' statements, all evidence discovered during the investigation, and any written witness statements the parties have submitted.

x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee’s deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

e. Decision - the facilitator delivers a summary report, generally containing findings of fact and recommendations, to the Title IX Coordinator, Assistant Title IX Coordinator, or Deputy Coordinator (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision.

i. The decision will be communicated to the student and the complainant by the Title IX Coordinator or designee.

ii. In accordance with the requirements under the HEOA, upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

iii. In accordance with the requirements under the HEOA, opposing parties will be informed of the committee determination, including any sanction that is imposed.

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

f. Sanctions:

i. If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, a failing grade on assignments or for the course, suspension and/or expulsion.

ii. A recommendation of expulsion by the decision maker will be automatically reviewed by the Student Discipline Review Committee in the Office of Dispute Management and must be endorsed before the Title IX Coordinator communicates that sanction to the student.

g. Appeals:

i. Where a student is found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) within ten (10) days of receiving the Title IX Coordinator's decision. Additionally, the complainant has the right to file an appeal.

ii. The SDRC is comprised of a senior manager from the University, a Regional Director of Academic Affairs, and an Associate or Assistant Dean from the accused student's college (or their respective designee). The decision of the SDRC is final and will be communicated directly to the student, complainant, and the Registrar, except in the case of a decision by the SDRC supporting a Registrar recommendation of expulsion (see f.ii. above).

iii. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of the Provost, the Executive Vice President of Administrative Services, and the Dean of the accused student's college (or their respective designees). The decision of the SMRC is final and will be communicated directly to the student and the campus.

University of Phoenix Supplemental Standards for Candidates in the College of Health Sciences and Nursing

Candidates in a College of Health Sciences and Nursing programs leading to certification or licensure in nursing and/or healthcare at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. As prospective nurses, nurse practitioners and/or healthcare providers, College of Health Sciences and Nursing 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 Health Sciences and Nursing programs ("Supplemental Standards") apply to these degree candidates before, during, and after clinical rotations, practicum, and/or preceptorships. The Supplemental Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. 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 clinical rotations, practicum, and/or preceptorships.

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 nursing, the University classroom, and clinical rotations, practicum, and/or preceptorships.

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 nursing and/or healthcare field.

10. The candidate demonstrates a level of responsibility and ethi-
Candidates in College of Social Sciences Counseling

The following Supplemental Standards for Candidates in College of Social Sciences Counseling and Human Services Programs 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, human services worker or counselor. 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.

University of Phoenix Supplemental Standards for Candidates in College of Social Sciences Counseling and Human Services Programs

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 of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.
7. The candidate 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. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.
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 assignments.
12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.

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

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

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

Candidates in a University of Phoenix College of Education program leading to certification or licensure 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 College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, 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. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate’s academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues at any time during their period of attendance, a student may be issued a Referral under the Supplemental Standards. A referral may be issued with or without a corresponding Student Code of Conduct action.

**Supplemental Standards**

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, and external placement constituents.

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 in the University classroom and in clinical experience.
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.

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.

Candidiates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for such charges. However, a charge under the Student Code of Conduct will 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.

**DISPUTE RESOLUTION POLICY AND PROCEDURES**

The following policy and procedures are to be used to resolve disputes by both current and former students of the University. The policy applies to all students who applied to the University for the first time or as a re-entry student with an enrollment agreement executed on or after September 1, 2012. Students who change from one program to another program at a different degree level (for example, a student who changes from an associate-level program to a bachelor-level program) will be considered newly entering students for purposes of this policy. 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 (https://www.phoenix.edu/programs/degree-programs/academic-catalog.html) 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: Registrar. 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 relating 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 toward 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.

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 http://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 writ-
ing 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 pro-
vided to the Legal Department, University of Phoenix at 4025 S.
Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, AZ 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 ade-
quate civil discovery, bring dispositive motions, 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, collect-
tive or representative action or as a class member in any pur-
ported 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 Arbi-
tration 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 Arbitra-
tion, subject to: (1) a one-time payment by the student toward
these costs equal to the filing fee then required by the court of gen-
eral 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 prehearing disputes and is
authorized to hold pre-hearing conferences by telephone or in per-
son, 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 Proce-
dure 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 reme-
dies 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, nei-
ther 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 the ODM.

11. This section entitled “Binding Arbitration” is the full and com-
plete 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
depicted unenforceable, the remainder of this Arbitration Agree-
ment 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.
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.

Admitted with Condition (AC) Status
Undergraduate degree applicants participating in a university sponsored trial period will be granted Admitted with Condition admission status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on Admitted with Condition (AC) admission status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

En-route Credential (EC) Status
Students who are pursuing an en-route credential on the way to earning a higher level degree program will be placed on En-route Credential (EC) admission status for the lower level program being earned en-route. Student’s admissibility as a regular student will be enforced and maintained under the degree program of pursuit associated with the student’s enrollment agreement.

Admitted (AM) Status
The Office of Admissions and Evaluation in Office of Admissions & Records grants a student unconditional admitted status after all documents have been received, the applicant’s admission file has been officially reviewed, and all admission requirements and conditions for the chosen program have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. 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. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) 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.

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 for Admission) student academic status.

Registered International Credentials (RI) Status
Students using copies of international academic credentials qualify for registered with international credentials status upon comple-
tion 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.

Non-Degree (ND) Status
Individuals interested in taking coursework at the University, but not interested in pursuing a degree, may register as non-degree students. Non-degree students enrolling in single courses within a degree or certificate program must meet the admissions requirements for the respective college or school. An approved list of courses is available on www.phoenix.edu under Individual Courses. Students may also register for single courses for credit that are not currently part of a degree program or for non-credit bearing courses resulting in Continuing Education Units (CEU), Professional Development Units (PDU), or Contact Hours. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

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.

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.

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 the amount of time designate by the re-entry policy 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.

Regular
The student is in compliance with applicable academic standing and progression based on program requirements.

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 program applicable 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
Scholastic Disqualification results when a student does not meet a minimum grade requirement for a course in their program. 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. Students who have been placed on Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for progression unless otherwise determined by the Director of Academic Affairs and the Dean of the College for the new program/version. The University will note the date a student is placed on and removed from Scholastic Disqualification 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.

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. Students on Scholastic Suspension will be administratively withdrawn from the university. 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 date a student is placed on and removed from Scholastic Suspension on the permanent transcript. 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...
Administrative Withdrawal (AW)
Course Statuses

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 consecutive completed program applicable courses. Students who have been Disqualified for Admission 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 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.

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

Regular
Student is in compliance with applicable academic standing and progression based on program requirements.

Academic Probation
Students will be placed on Academic Probation when their program grade point average (GPA) falls below the minimum GPA for their program. Students on Academic Probation status are restricted to a period of four consecutive completed program applicable courses to bring their GPA to the minimum requirement for their degree program. Concurrent enrollment is prohibited during the four course AP sequence.

Financial Aid students will continue to receive funds during the probationary 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.

Course Statuses

Administrative Withdrawal (AW)
Student is removed from a course due to certain academic, admissions, and/or financial statuses.

Audit (AU)
Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)
Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

Dropped (DR)
Student was in a SC or EN course status and requested to be removed from the course. The student has met the minimum attendance requirements in the course.

Enrolled (EN)
Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)
Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)
Student is registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)
Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Waived with Credit (WC)
University of Phoenix required course is satisfied with an approved waiver.

Withdrawn for Admissions (WI)
Student not matriculated or student has been removed from admissions (AM) status after completing five courses.

Withdrawn for Nursing License or Liability Insurance (WL)
Student has been removed from the course for failure to maintain verification of current RN license and/or professional liability insurance in his/her student file.

Waived with Credit (WO)
Student has processed a waiver request through the Office of Admissions & Records.

Withdrawn for Prerequisite (WP)
Student has failed to meet the course and/or program prerequisite requirement.

Exemption (WV)
Course waived without credit.

Candidacy Statuses

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 admisions 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.
Student Falsification of Information

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

General Student Grievances

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the University, including any claim of discrimination. Students who are alleging discrimination or harassment, please refer to the Nondiscrimination Policy section or Harassment Policy sections of this catalog.

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

Student Appeals Center (SAC)

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

State Boards

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

- In Alabama, the student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone (334) 242-2959.
- In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-2399, website: www.azppsse.gov.
- In Arkansas, the student may contact the Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201-3818; telephone (501) 371-2065.
- In California, a student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau’s Internet Web site http://www.bppe.ca.gov/. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 431-6959, (888) 370-7589.
- In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.
- In Connecticut, the student may contact the Connecticut Office of Higher Education, 61 Woodland Street Hartford, CT 06105-2326; telephone (860) 947-1800, (860) 947-1310.
- In Delaware, the student may contact the Delaware Department of Education, The Townsend Building, 401 Federal St., Suite 2, Dover, DE 19901-3639; telephone (302) 735-4000.
- In Florida, the student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200 or (888) 224-6684.
- In Georgia, the student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone (770) 414-3306.
- In Hawaii, the student may contact the Business Registration Division of the Hawaii Department of Commerce and Consumer Affairs, P.O. Box 40, Honolulu, HI 96810; telephone 808-586-2744.
- In Idaho, the student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone (208) 332-1587.
- In Illinois, the student may contact the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1418; telephone (217) 557-7359, website: www.ibhe.org.
- In Indiana, the student may contact the Indiana Board for Proprietary Education, Board for Proprietary Education Indiana Commission for Higher Education, 101 West Ohio Street, Suite 670, Indianapolis, IN 46204; telephone (317) 464-4400, (317) 232-1324.
- In Iowa, the student may contact the Iowa College Student Aid Commission, 603 E. 12th Street, 5th Floor, Des Moines, IA 50319; telephone (515) 725-3400.
- In Kansas, the student may contact the Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone (785) 296-4936, 785-296-4917.
- In Kentucky, the student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.
- In Louisiana, the student may contact the State of Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone (225) 342-4253.
- In Maryland, the student may contact the Maryland Higher Education Commission, 6 N. Liberty St., Baltimore, MD 21201; telephone (800) 974-0203.
- In Maryland, the student may also contact the Maryland Office of the Attorney General, 200 St. Paul Place, Baltimore, MD 21202; telephone (410) 576-6300 or (888) 743-0023; TDD (410) 576-6372; www.oag.state.md.us.
In Massachusetts, the student may contact the Massachusetts Board of Higher Education, One Asshburnon Place, Suite 1401, Boston, MA 02108-1696; telephone (617) 994-6937.

In Michigan, the student may contact the Michigan Department of Education, P.O. Box 30008 (or) 608 W. Allegan, Lansing, MI 48909; telephone (517) 373-9235.

In Minnesota, the student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; telephone (651) 259-3975, (800) 657-3866.

In Mississippi, the student may contact the Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211, Telephone (601) 432-6372.

In Missouri, the student may contact the State of Missouri Coordinating Board for Higher Education, 205 Jefferson Street, Jefferson City, MO 65101; telephone (573) 751-2361.

In Nebraska, the student may contact the Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005; telephone (402) 471-0020, (402) 471-2847.

In Nevada, the student may contact the Nevada Commission on Postsecondary Education, 3663 E. Sunset Road, Suite #202, Las Vegas, NV 89120; telephone (702) 486-7330.

In New Jersey, the student may contact the New Jersey Secretary of Higher Education, 20 W. State Street, PO Box 542 Trenton, NJ 08625-0542; telephone (609) 292-4310, (609) 984-2709.

In New Mexico, the student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone (505) 476-8400; website: www.hed.state.nm.us/Complaint_3.aspx.

In North Carolina, the student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road Chapel Hill, NC 27515-2688; telephone (919) 962-4538.

In Ohio, the student may contact the Ohio Board of Regents, registration number 115430, 25 South Front Street, Columbus, OH 43215; telephone (614) 646-6000.

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

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

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

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

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

In Tennessee, the student may contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1700, 40 James Robertson Pkwy, Nashville, Tennessee 37243-0830; telephone (615) 741-3605.

In Texas, the student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Capitol Station, Austin, TX 78711; telephone (512) 427-6520.

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

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

In Washington, the student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone (360) 753-7869, 360.753.7866.

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

In West Virginia, the student may contact the West Virginia Higher Education Policy Commission, 1018 Kanawha Boulevard East, Suite 700, Charleston, West Virginia, 25301, telephone (304) 558-2101.

In Wisconsin, the student may contact the Wisconsin Educational Approval Board, 201 W. Washington Ave., 3rd Floor, Madison, WI 53703; telephone (608) 266-1996, (608) 266-1996.

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

You may obtain a copy of the University’s accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting the Apollo Legal Department at (602) 557-1554.

**Grading Procedures**

Formal grade reports are available through the Student and Faculty Portal upon completion of each course. Grade reports indicate the course taken, credits received, and grade assigned.

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>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<td>B–</td>
<td>2.67</td>
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<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>IP</td>
<td>In Progress</td>
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<tr>
<td>IX</td>
<td>In Progress extension</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>
Grade Quality Points Grade Quality Points
W/F = Withdrawal failing P = Passing
AU = Audit QC = No grade awarded
NC = No credit WC = Waived with credit

Note: D- is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high level of originality and creativity.
B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.
C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.
D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.
*F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives. Plus or minus grades indicate a high or low end grade that has been assigned.
*I = INCOMPLETE

- 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.

*IP = IN PROGRESS

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

*IX = IN PROGRESS EXTENSION

An IX grade may be awarded in the following instances:
- This grade is awarded to eligible students who require reasonable accommodations under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973 (collectively, "ADA Accommodations") and to students for medically-necessary accommodations due to pregnancy, pregnancy-related conditions or childbirth ("Title IX Exceptions").
- A new IX course completion date must be determined by the disability services advisor for ADA accommodations. Classroom Operations will determine the IX course completion date for Title IX exceptions based on supporting documentation. Campus Academic Affairs and Faculty should not request nor collect medical documentation for IX extensions (Title IX Exceptions).
- Students who receive an IX grade will be granted additional time to complete the course without penalty.
- IX grade will default to an F when the course exceeds its deadline date and no grade has been submitted.
- An IX grade is not calculated into the GPA.

*QC = No grade awarded.

A QC is awarded in the following instances:
- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- A QC grade is not calculated into the GPA
- This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.

AU = AUDIT

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

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

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

P = PASSING
Student satisfactorily completed the course.

NC = NO CREDIT
Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT
University of Phoenix required course, waived with credit.

* In order for a student to move forward within a Student Financial Aid academic year and/or meet the standards for satisfactory academic progress, he or she must successfully complete the required credit hours within prescribed timelines. Courses completed with 0 credits and/or grades that are not calculated in the GPA will not qualify as successfully completed courses. Therefore, students receiving a F, W, WF, I, IP or QC as a final grade will be required to successfully complete additional courses to make up for credit deficiency(ies) within their academic year. A Student Financial Aid academic year consists of a minimum of 24 credits and 30 weeks.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. Students who require grade verification must request an Official Grade Card or may print a grade summary from the student website. University of Phoenix students may also request a grade verification letter through Office of Admissions & Records Support Center. The student’s official transcript is prepared by the Registrar’s Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid. Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, 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-A206, 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.

Record Retention

The University maintains students’ transcripts, transcript keys and transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Office of Admissions and Records.

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.

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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.

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 appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Diploma Application and Degree Conferral

Students must submit a Diploma Application in order for their degree to be conferred. Once students have completed all degree requirements, a Diploma/Certificate Application link will be posted on their student web site at https://ecampus.phoenix.edu under the Important Messages section. If for some reason the link does not appear, students may contact their Academic Representative for a paper copy of the Diploma Application. Once the Registrar’s Office receives the Diploma Application and the student has satisfied all financial obligations to the University, an official audit of the student’s record will be conducted. If all degree requirements have been met, the student will be degree conferred and a Diploma and degree posted transcript will be ordered and mailed to the student.

Posthumous Degrees

The University may present posthumous degrees to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) of deceased students who were actively enrolled and in good academic 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’ academic record and transcript on a monthly basis. A student’s degree will be posted on his or her academic record and 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 academic record and 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 by the majority of campuses. Students who have met all of the requirements and completed a program with UOPX are eligible to participate in commencement. Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
  - Associate students - successful completion of all but 6 credits
  - Bachelor’s and Master’s students - successful completion of all but 9 credits
  - Doctoral students - successful completion of all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility.
  - Certificate students - successful completion of all but 3 credits

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed a University Degree. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending the commencement ceremonies.

Any student who meets the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website. 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 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 QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment—Ensuring Consistent Quality

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 assessment, are used in the curriculum development process, as well as in the creation of faculty development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes Assessment

Academic quality improvement is an integral part of the organizational culture at University of Phoenix. The University’s focus on academic quality improvement ensures 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 process is the assessment of student learning.

Assessment of Student Learning

The University’s search for the best ways to assess student learning and to use 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 ensuring academic quality improvement 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 academic quality improvement resources is used formatively for assessing quality and compliance.

Measures and Instruments

Student End-of-Course Surveys

At the end of every course, Student End-of-Course Surveys provide an ongoing evaluation of the University’s support services, curriculum, individual class experience, and more. Students are prompted to complete these surveys electronically through eCampus. Results of student surveys are shared with the faculty member after the end of each course to help him or her become more effective. Student End-of-Program Surveys are also administered just before students graduate.

Faculty End-of-Course Surveys

Faculty End-of-Course Surveys are administered electronically at the end each course through eCampus. These surveys provide the campus and the University with the faculty member’s assessment of the curriculum. Feedback from faculty is critical to the curriculum development and revision processes.

Alumni Surveys

Alumni Surveys are administered electronically at least every two years. The purpose of Alumni Surveys is to gather information from University alumni about their perceptions of the educational and professional value of a University of Phoenix degree. Specifically, the surveys solicit information such as:

- Overall satisfaction with their University of Phoenix education
- Perceptions of how well University of Phoenix helped them obtain the knowledge, skills, and abilities most important to them and to their professional success
- Benefits of a University of Phoenix degree in attaining professional goals
- Perception of the University’s commitment to lifelong learning and community involvement

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation. Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member’s facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.
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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. Update your profile with 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**
- The Alumni Association Career Workshops series offers an opportunity for alumni to receive career tips in-person at local campus location. Currently there are four workshops focusing on Informational Interviewing, Resume Building, Managing Up and Your Brand. More workshops will be coming soon. The workshops are taught by University of Phoenix faculty and alumni are invited to participate.
- Alumni Career Center - Phoenix Career Services and the Alumni Association have teamed up to provide you with a career portal that will help you make contact with recruiters looking to hire University of Phoenix graduates. The job portal is located under the Career Resources tab on the Alumni Association website at alumni.phoenix.edu. In addition to searching the job banks, alumni can take advantage of resume assistance, peruse sample cover letters and network with professional networking associations.

**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 Alumni Association website.
- **Alumni Chapters** - Currently there are 29 Alumni Chapters across the country in cities such as Sacramento, Chicago, Phoenix, Seattle, Denver, Houston, Philadelphia and Orlando. Join a local alumni chapter to connect and network with alumni in your area. To learn more, visit alumni.phoenix.edu or email alumni@phoenix.edu.
- **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** - Throughout the year University of Phoenix offers a variety of scholarship opportunities for prospective and current students. The Center for Scholarship Excellence and Alumni Association also have scholarship specifically designed for alumni. The Alumni Association will make announcements when alumni specific scholarship opportunities are available. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly as opportunities become available.
- **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 80 homecoming events across the country each fall. From sporting events, to exclusive receptions, homecoming offers something for everyone. To see albums from the Homecoming 2013 events visit the Alumni Association Facebook page.
- **Phoenix Focus** - The University of Phoenix alumni electronic magazine helps you learn about fellow alumni who are making strides in their careers, offers monthly articles on career tips and advice and reports the latest on industry trends. Visit the magazine portal at phoenixfocus.com to view the latest issue. Do you have a success story to share? Submit your story through the magazine portal at “Share your story.”

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

Potential students applying for admission to the University’s undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn 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.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student. However, it remains the student’s responsibility to ensure that all documents are submitted to the University. Students must sign a “Transcript Request Form” for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior coursework is reflected on the transcript. Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General Undergraduate International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses prior to the student being officially admitted only if they meet all the following requirements:

- If residing in the United States, have an appropriate immigrant or nonimmigrant status which does not prohibit educational studies
- Graduate applicants must have a professional evaluation report (or pre-eval completed by the Office of Admissions and Records from a country that the Office of Admissions & Records evaluates in-house) indicating that the student has the appropriate academic background to meet the admission requirements, and
- All other program specific admission requirements must be met. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but has earned a Master’s degree from a regionally accredited or approved nationally accredited institution is eligible to enroll in the University at the graduate level provided all program specific policies have been met by the previous credential earned without requiring an evaluation of the previous international credentials.

Undergraduate applicants relying on educational credentials from an institution outside of the United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University’s verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods:

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student’s previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student’s specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student’s previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-
Undergraduate 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 the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country’s embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

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. Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies and requirements are listed in the admission requirements section.

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 the applicant will be notified of the outcome of the appeal by campus personnel.

Undergraduate Admission Requirements

- 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 International English Language Testing System (IELTS) within two years of application to the University.
- achieved a minimum score of 69 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.
- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
• The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
• The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
• The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
• The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
• The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
• The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:
• Be a legal resident of the United States
• Have been granted permanent residency
• Have a valid visa that does not prohibit educational studies
• Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
• Have been granted asylum or refugee status.
• Applicants who reside in Canada must meet one of the following requirements:
  • Be a legal resident of Canada
  • Be a landed immigrant
  • Have a valid visa that does not prohibit educational studies
• A completed and signed undergraduate application
• A signed Enrollment/Disclosure Agreement.
• Completion of any state-specific required documents or forms.
• Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
• Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
• Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).
*Programs administered under the risk free period policy are indicated as such in the “General Information” section of the program’s policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

• Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  • The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better or comparable passing benchmark for nontraditional credits.
  • The activity must be comparable in content and semester academic 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.
• Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
• Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

University Orientation Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:
• Orientation Complete (OC): Applicant has attended all three weeks and successfully submitted all assignments.
• Orientation Not Complete (ON): Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
• Orientation Extended (OX): An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status. Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted.
This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated. Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program’s policy in the catalog.

Academic Progression Requirements

Students entering the University bachelor degree programs (other than AAEE, LVN/BSN, LPN/BSN, BSN, BSL, and BSED/E) with fewer than 24 previous college credits as recognized by the University on the admissions application are required to complete the First-Year Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take select courses in the business foundation. Students must have 60 credits to enroll in the major.

As an alternative, enrollment into major course work also extends to students who have completed 45 credits, of which 21 credits were earned at the University.

First-Year Sequence

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix, and are not required to enroll in the First-Year Sequence.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-Year Sequence.
- Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.

- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

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

Preferred Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 195</td>
<td>Foundations of University Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 170 ~</td>
<td>Elements of University Composition and Communication I</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM 172 ~</td>
<td>Elements of University Composition and Communication II</td>
<td>3 credits</td>
</tr>
<tr>
<td>HUM 114 ~</td>
<td>Essentials of Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 211 ~</td>
<td>Essentials of Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SCI 163 ~</td>
<td>Essentials of Personal Finance</td>
<td>3 credits</td>
</tr>
<tr>
<td>FP 120 ~</td>
<td>Essentials of Personal Finance</td>
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<td>Essentials of Personal Finance</td>
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</tr>
</tbody>
</table>

Foundation of University Studies

The essential information, skills, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

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</tbody>
</table>
Elements of University Composition and Communication II

This course builds upon the foundations established in Com155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and appropriate formatting, are considered.

HUM 114 ................................................................. 3 credits

Critical Thinking and Creative Problem Solving

This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.

PSY 211 ................................................................. 3 credits

Essentials of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

SCI 163 ................................................................. 3 credits

Elements of Health and Wellness

This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

FP 120 ................................................................. 3 credits

Essentials of Personal Finance

This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one’s family and property.

SOC 110 ................................................................. 3 credits

Teamwork, Collaboration, and Conflict Resolution

This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students will understand and apply these concepts within academic and professional settings. Students will develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics will also be explored.

Math and English Proficiencies

All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:

• Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
• Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
  • Completed within five years of enrollment
  • Grade of C- or better
  • At least 2.67 semester credits
  • Eligible to receive general education credits
• Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment.
• Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
• Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.
• Successful completion of basic skills exam (students in College of Education programs only)

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information after the applicable required course of study. Students requesting course waivers must make formal written requests to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the university where the courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

Degree Requirements

Students must complete the minimum number of upper and/or lower division credits that make up the required course of study. Completion of the Comprehensive General Education Program, including a minimum number of credits distributed among Liberal Arts and Interdisciplinary components is also required. Degree requirements may vary by program and may be found after each required course of study.

Degree Completion Options

Bachelor degree seeking students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

• Complete additional upper or lower division elective courses offered by the University of Phoenix;
• Complete approved CLEP, Excelsior, or DANTES examinations;
• Participate in the Prior Learning Assessment process as described in this catalog; or
• Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.
Students who need additional academic credits to graduate should contact an Academic representative to ensure that there is no duplication or regression of previously completed course work.

**General Education**

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Arts and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University’s general education program embraces four goals:

- To refine students’ abilities to apply problem-solving skills in many settings and contexts.
- To promote students’ active awareness of their relationships to the natural, social, and cultural environments.
- To develop students’ appreciation for and commitment to lifelong learning.
- To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic–creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is being taken to satisfy graduation requirements, the courses being taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

**Liberal Arts Components**

The liberal arts component of the General Education Program is comprised of traditional liberal arts categories. The number of credits required in each category varies by program and may be found after each program. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

- **Communication Arts**, credit requirements vary by program
  - Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

- **English/Language Arts**, credit requirements vary by program
  - Course work in the English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

- **Mathematics**, credit requirements vary by program
  - Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

- **Social Sciences**, credit requirements vary by program
  - Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

- **Social Studies**, credit requirements vary by program
  - Course work in the social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

- **Humanities**, credit requirements vary by program
  - Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

- **Fine Arts**, credits requirements vary by program
  - Course work in the fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

- **Science/Technology**, credit requirements vary by program
  - Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth’s physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

  Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually
satisfy requirements in the social sciences and humanities. **Additional Liberal Arts**, credit requirements vary by program. Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

**Interdisciplinary Component**

**Interdisciplinary**, credit requirements vary by program. To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students’ exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

**Professional Development Component**

**Professional Development**, 3 credits

**GEN 300**, Skills for Professional Development, is required as the first course for all undergraduate students. It is part of the required course of study. This course focuses on the knowledge and skills necessary for a returning adult student to be successful. It also introduces students to the theories of adult learning that underlie their professional programs. **Note**: This requirement can also be fulfilled with **GEN 101** for ICS students. ICS students will be required to complete other upper division elective or business credits in the BSB program to satisfy degree requirements. The upper division credit must be business-related for Bachelor of Science in Business students.

**Integrating Component**

**Integrating**, 3 credits

**GEN 480**, This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**BUS 475**, The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix’s includes courses that integrate general education principles. The University of Phoenix’s educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component.

**Prior Learning Assessment**

Prior Learning Assessment is a process that may save students time and money in completing a degree program. The Prior Learning Assessment process determines if learning received outside of the traditional university classroom is comparable to academic curriculum and eligible for college credit. Learning that is eligible for assessment includes: Professional Training, Licenses, course work at non-transferable institutions, and Experiential Learning Essays.

Prior Learning Assessment applies only to Associate or Undergraduate degree programs. Credit awards by assessment have limitations that may apply depending on the student’s program of choice or type of material being assessed.

Corporate articulation provides an opportunity for students to be assessed for undergraduate semester credits (limitations exist based on state statutes for non-traditional credit limitations or based on student’s program of choice) for professional training obtained through their employer(s). Corporate training is assessed for academic equivalency to college level classroom learning. The recognition of corporate training is a concept based on accepted principles of adult learning and serves to validate the professional competence and learning experience achieved by students outside of a traditional college classroom. Credit awards are applied towards associate or bachelor degree program areas.

**Prior Learning Credit**

Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally-sponsored course work).

The University may award up to 30 undergraduate semester credits for verified college-level learning gained through experience, and submitted in the form of experiential course writing referred to as Experiential Learning Essay. Some states may have restrictive state regulations. Students should check with their Academic Advisor.

**Faculty Assessment Evaluations**

Portfolio evaluations are performed in accordance with the policies of the University, individual state regulatory requirements, the standards of the Council for Adult and Experiential Learning, and the Council for Higher Education Association.

The University maintains a centralized Prior Learning Assessment team within Office of Admissions & Records which directs evaluations and controls for the assessment of prior learning for credit.

**Prior Learning Assessment Submission and Posting & Fees**

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment.

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.

**Transcription of Prior Learning Assessment Credits**

Credits awarded are posted to student transcripts by Prior Learning Assessment. Since these credits are a permanent part of a student’s academic record, fees are non-refundable.

**Privacy of Portfolio**

The University considers all Prior Experiential Learning course writing and Professional Training Portfolios to be confidential. For this reason, access to portfolio submissions is limited to members of the University’s assessment and administrative staff, faculty evaluators, and members of accreditation evaluating teams. However, students may sign a release form which allows the University to use portions of the portfolio material in professional training workshops for counselors and faculty members, and as classroom
examples.

**Standardized Credit Recommendations**

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution’s discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

**Estimated Program Length**

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through the Humanities we have a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, effectively express themselves, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

BS/COM Required Course of Study

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

GEN 300 ~ ................................................................. 3 credits
Skills for Professional Development
COM 100 ~ ................................................................. 3 credits
Introduction to Communication
COM 200 ~ ................................................................. 3 credits
Foundations of Interpersonal Communication
COM 225 ~ ................................................................. 3 credits
Foundations of Mass Communication
COM 310 ~ ................................................................. 3 credits
Communications: Theories and Practice
COM 330 ~ ................................................................. 3 credits
Small Groups and Team Communication
COM 350 ~ ................................................................. 3 credits
Organizational Communication
COM 360 ~ ................................................................. 3 credits
Intercultural Communication
COM 400 ~ ................................................................. 3 credits
Media and Society
COM 440 ~ ................................................................. 3 credits
Communication Law
COM 450 ~ ................................................................. 3 credits
Ethics and Communication
COM 470 ~ ................................................................. 3 credits
Mediation and Conflict Resolution
COM 480 ~ ................................................................. 3 credits
Communication Capstone Course

Concentration in Communication and Technology

The concentration in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development. 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/bs-com-ct.

CIS 205 ~ ................................................................. 3 credits
Management Information Systems
COM 420 ................................................................. 3 credits
Creativity & Communication
VCT 235 ................................................................. 3 credits
Image Editing & Implementation
VCT 310 ................................................................. 3 credits
Web Design
VCT 320 ................................................................. 3 credits
Electronic Publishing
VCT 420 ................................................................. 3 credits
Multimedia Development

Concentration in Culture and Communication
The concentration in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

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/bs-com-cc.

The concentration in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

Concentration in Culture and Communication

• All students must complete the required number of credits including the concentration.
• A minimum of 42 upper division credits.
• Successful completion of UOPX math and English courses.

General Education Requirements for the BS/COM
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Humanities, 6 credits
Mathematics, 6 credits
Social Sciences, 6 credits
Science/Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Additional Liberal Arts, 6 credits
Interdisciplinary Component, 18 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Additional Academic Progression Requirements for BS/COM
• Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.

• With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited transfer coursework (C- or higher grade),
  • UOPX Prior Learning Assessment
  • National Testing Programs, and
  • ACE evaluated Military credits.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.

• All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  • Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  • Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    • Completed within five years of enrollment
    • All undergraduate students are required to complete the minimum general education credits required by their program version.

Concentration is reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Bachelor of Science in Communication
• Grade of C- or better
• At least 2.67 semester credits
• Eligible to receive general education credits
• Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
• Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
• Demonstrate competency by meeting minimum passing score on UOPX approved placement exam

Additional Residency Requirements and Course Waivers for BS/COM
Students in this program may waive a maximum of 27 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: GEN 200, GEN 300, COM 480

Course Descriptions for the BS/COM
GEN 300.................................................................................. 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

COM 100 .................................................................................. 3 credits
Introduction to Communication
This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

COM 200 .................................................................................. 3 credits
Foundations of Interpersonal Communication
This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

COM 225 .................................................................................. 3 credits
Foundations of Mass Communication
This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

COM 310 .................................................................................. 3 credits
Communications: Theories and Practice
This course explores the various theories of communication that create the foundation for study of communication in the bachelors degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.

COM 330 .................................................................................. 3 credits
Small Groups and Team Communication
This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

COM 350 .................................................................................. 3 credits
Organizational Communication
This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

COM 360 .................................................................................. 3 credits
Intercultural Communication
The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

COM 400 .................................................................................. 3 credits
Communication Law
This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 .................................................................................. 3 credits
Ethics and Communication
While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 470 .................................................................................. 3 credits
Mediation and Conflict Resolution
Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light
of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 480 .....................................................................................3 credits

Communication Capstone Course
This is the capstone course for students pursuing the bachelor’s of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COMM 215 .................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 .................................................................3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ...................................................................................3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

Course Descriptions for the Concentration in Marketing and Sales Communication

COM 302 .................................................................3 credits

Marketing Communications
This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

PSY 322 .....................................................................................3 credits

Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

COM 339 ..................................................................................3 credits

Advertising and the Media
This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 352 ..................................................................................3 credits

Public Relations and Message Management
This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 373 ..................................................................................3 credits

Sales Communications
This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 486 ..................................................................................3 credits

Marketing and Sales Message Management
This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a “single voice” to customers across all selling touchpoints; and the ethical considerations associated with customer message management.

Course Descriptions for the Concentration in Communication and Technology

CIS 205 ..................................................................................3 credits

Management Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

COM 420 ..................................................................................3 credits

Creativity and Communication
Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one’s creativity is one of the primary focuses of the course.

VCT 235 ..................................................................................3 credits

Image Editing & Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/
font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

VCT 310.................................................................................... 3 credits

Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320.................................................................................... 3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 420.................................................................................... 3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

Course Descriptions for the Concentration in Culture and Communication
SOC 262.................................................................................... 3 credits

Contemporary American Society
Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOC 333.................................................................................... 3 credits

Genders in Society
The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.

SOC 335.................................................................................... 3 credits

The Peoples and Cultures of Asia
This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337.................................................................................... 3 credits

Contemporary Latin American Society
This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.

SOC 338.................................................................................... 3 credits
THIS PAGE WAS LEFT BLANK INTENTIONALLY
The College of Criminal Justice and Security prepares students for professional and management-related career opportunities in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for opportunities of service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students. It is the student's responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

The Bachelor of Science in Organizational Security and Management

The following Bachelor of Science in Organizational Security and Management (BS/OSM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Organizational Security and Management degree is designed to address an increasing national and international need for greater technical competence and professionalism in the security industry. The distinctions between the roles of criminal justice agencies and private security organizations are recognized and the degree program provides the required knowledge for a student to develop competency and management skills in organizational security. While the program includes courses in Terrorism and Homeland Security, it also recognizes the depth and breadth of the discipline and provides a variety of courses designed to expose students to the entire spectrum of the security profession.

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/bs-osm.

Required Course of Study for the BS/OSM

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

GEN 300 ................................................................. 3 credits
Skills for Professional Development
SEC 310 ~ ................................................................. 3 credits
Introduction to Organizational Security and Management
SEC 320 ~ ................................................................. 3 credits
Survey of Security Specializations
CIS 319 ~ ................................................................. 3 credits
Computers and Information Processing
MGT 431 ~ ................................................................. 3 credits
Human Resources Management
SEC 340 ~ ................................................................. 3 credits
Criminology and the Criminal Justice System
SEC 360 ~ ................................................................. 3 credits
Interpersonal Communications
SEC 390 ~ ................................................................. 3 credits
Organizational Behavior and Management
SEC 370 ~ ................................................................. 3 credits
The Administration Process
SEC 330 ~ ................................................................. 3 credits
Industrial Safety
SEC 350 ~ Legal and Regulatory Issues in Security Management 3 credits
SEC 400 ~ Threat and Vulnerability Management 3 credits
SEC 430 ~ Principles of Investigation 3 credits
SEC 440 ~ Security of Information Systems and Technology 3 credits
SEC 410 ~ Physical Security 3 credits
SEC 420 ~ Personal Security 3 credits
SEC 450 ~ Global Security Issues 3 credits
SEC 460 ~ Terrorism 3 credits
SEC 470 ~ Homeland Security and Interagency Response 3 credits
SEC 480 ~ Homeland Security and Interagency Response 3 credits

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

The University’s Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections, or as a peace officer with any particular local, state, federal, or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the BS/ OSM
All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body; GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.
• Signed Criminal Conviction Prohibition Acknowledgement Form

Degree Requirements for the BS/OSM
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 57 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.00.
• A minimum of 120 total credits that include a minimum of 57 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
• If a student fails to complete SEC 480 with a C- or better, the student must retake the course to satisfy the degree requirement.

Additional Academic Progression Requirements for the BS/ OSM
• Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
• With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited transfer coursework (C- or higher grade),
  • UOPX Prior Learning Assessment
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  • University of Phoenix math and English courses
  • UOPX approved placement exam
  • Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  • Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    • Completed within five years of enrollment
    • Grade of C- or better
    • At least 2.67 semester credits
    • Eligible to receive general education credits
  • Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
• Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
• Demonstrate competency by meeting minimum passing score on UOPX approved placement exam.

General Education Requirements for the BS/OSM
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts, 6 credits
- Mathematics, 6 credits
- Science and Technology, 6 credits
- Must include at least 3 credits in the physical or biological sciences
- Humanities, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 3 credits
Interdisciplinary Component, 15 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

Professional Development, 3 credits
GEN 300 is completed as part of the required course of study
Integrating, 3 credits
SEC 480 is completed as part of the required course of study

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Additional Residency Requirements and Course Waivers for the BS/OSM
Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following courses in the Required Course of Study may not be waived: GEN 300, SEC 480

Course Descriptions for the BS/OSM

GEN 300 ..................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
SEC 310 ..................................................................................... 3 credits

Introduction to Organizational Security and Management
This course is an overview of the principles of security management and the consequences of failure to adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, e.g., technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security operation specializations and programs such as Corporate, Academic, Transportation, Government, and others.
SEC 320 ..................................................................................... 3 credits

Survey of Security Specializations
This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
CIS 319 ..................................................................................... 3 credits

Computers and Information Processing
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
MGT 431 ..................................................................................... 3 credits

Human Resources Management
This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager.
SEC 340 ..................................................................................... 3 credits

Criminology and the Criminal Justice System
This course identifies various types of criminal activity and provides the student with an understanding of the causes of criminal behavior and the societal response to crime. It also identifies and discusses the various elements of the American criminal justice system.
SEC 360 ..................................................................................... 3 credits

Interpersonal Communications
This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation as well as techniques for interviewing and understanding verbal and non-verbal communication.
SEC 390 ..................................................................................... 3 credits

Organizational Behavior and Management
This course encompasses the study of individual and group behavior in organizational settings. Management methods for organizational processes and change are presented along with leadership applications.
SEC 370 ..................................................................................... 3 credits

The Administration Process
This course provides the student with an understanding of the various elements of a program budget, the process of budget development, justification and presentation and principles of contract preparation.
SEC 330 ..................................................................................... 3 credits

Industrial Safety
This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to and investigation of work related accidents.
SEC 350 ..................................................................................... 3 credits

Legal and Regulatory Issues in Security Management
This course examines legal, regulatory, ethical and policy issues that influence the work performance of security personnel and it also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 400 ..................................................................................... 3 credits

Threat and Vulnerability Management
This course prepares students to conduct comprehensive threat assessments with respect to physical facilities, personnel, equipment or operating systems and enables students to evaluate and manage vulnerabilities in terms of potential threats.
Principles of Investigation
Investigation of criminal activity, employment applicant backgrounds and internal organizational issues are an integral part of the security manager’s responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 440 ..............................................................................3 credits

Security of Information Systems and Technology
This course provides the student with an understanding of the security issues associated with computer systems. The course also identifies security measures that are intended to protect the software, hardware and data associated with computer systems.

SEC 410..............................................................................3 credits

Physical Security
This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property and data housed in physical facilities.

SEC 420..............................................................................3 credits

Personal Security
This course provides the student with an understanding of the procedures, techniques and technology associated with the protection of executives, employees, customers and the general public from intentional harm, accidents and naturally occurring emergencies.

SEC 450..............................................................................3 credits

Global Security Issues
This course evaluates world interests and the changing dimensions of security. It helps the student understand the dynamic nature of global factors that significantly influence security strategies.

SEC 460..............................................................................3 credits

Terrorism
This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.

SEC 470..............................................................................3 credits

Homeland Security and Interagency Response
This course examines the establishment and mission of the Department of Homeland Security, the agencies contained in the department, other federal agencies involved with homeland security, the USA PATRIOT Act and intelligence gathering, and the role of the military, local and state agencies, and the private sector in homeland security.

SEC 480..............................................................................3 credits

Capstone Course
This is the capstone course for Organizational Security and Management undergraduate students. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner. Students will evaluate and demonstrate their professional growth.

COMM 215 ..........................................................................3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ...............................................................................3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ..............................................................................3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice service delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

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

BSCJA Foundation Courses

GEN 200 ...............................................................................3 credits

Foundations for General Education and Professional Success

CJA 204 ~ ..............................................................................3 credits

Introduction to Criminal Justice

CJA 214 ~ ..............................................................................3 credits

Introduction to Police Theory and Practices

CJA 224 ~ ..............................................................................3 credits

Introduction to Criminal Court Systems

CJA 234 ~ ..............................................................................3 credits

Introduction to Corrections
BSCJA Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJA 304 ~</td>
<td>Interpersonal Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 314 ~</td>
<td>Criminology</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 324 ~</td>
<td>Ethics in Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 334 ~</td>
<td>Research Methods in Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 344 ~</td>
<td>Cultural Diversity Issues in Criminal Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 354 ~</td>
<td>Criminal Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 364 ~</td>
<td>Criminal Procedure</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 374 ~</td>
<td>Juvenile Justice Systems and Processes</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 394 ~</td>
<td>Criminal Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 444 ~</td>
<td>Contemporary Issues and Futures in Criminal Justice</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students must select one concentration in a particular area of study at the time of enrollment.

Students may also complete an additional concentration. Please contact your academic representative for more information.

Concentration in Human Services

The BSCJA Human Services concentration is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular concentration represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-hs.

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BSHS 311 ~</td>
<td>Models of Effective Helping</td>
<td>3 credits</td>
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<tr>
<td>BSHS 401 ~</td>
<td>Case Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 441 ~</td>
<td>Advocacy and Mediation</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 471 ~</td>
<td>Mental Health and Crisis Intervention Practices</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 484 ~</td>
<td>Criminal Justice Administration Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Concentration in Management

The BSCJA Management concentration is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of criminal justice system. The courses included in this degree concentration focus primarily on the management and administration skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-m.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CJA 444 ~</td>
<td>Organizational Behavior and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 454 ~</td>
<td>Criminal Justice Management Theory and Practice</td>
<td>3 credits</td>
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<tr>
<td>CJA 464 ~</td>
<td>Criminal Justice Policy Analysis</td>
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<tr>
<td>CJA 474 ~</td>
<td>Managing Criminal Justice Personnel</td>
<td>3 credits</td>
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<tr>
<td>CJA 484 ~</td>
<td>Criminal Justice Administration Capstone</td>
<td>3 credits</td>
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</table>

Concentration in Cybercrimes

The BSCJA Cybercrimes concentration provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The concentration combines academic instruction in criminal justice and cybercrime concepts to include; the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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/bcja.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BCC 400 ~</td>
<td>Information Systems Fundamentals</td>
<td>3 credits</td>
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<tr>
<td>BCC 401 ~</td>
<td>Cybercrimes in the 21st Century</td>
<td>3 credits</td>
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<tr>
<td>BCC 402 ~</td>
<td>Cybercrime and Role of Law Enforcement Security Personnel</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCC 403 ~</td>
<td>Global Technology and Cybercrime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 484 ~</td>
<td>Criminal Justice Administration Capstone</td>
<td>3 credits</td>
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</tbody>
</table>

Concentration in Security

The BSCJA Security concentration is intended to provide students with the knowledge and basic skills to work in homeland security and other areas of the criminal justice system that deal with terrorism, counterintelligence, and analysis. This concentration combines academic instruction in criminal justice and security practices to include; risk management, counterterrorism, critical infrastructure protection, and critical incident management. Students are prepared to provide services in a variety of private and public set-
tings within the criminal justice domains of policing, the courts, corrections, and security.
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/bscj.

BSS 480 ~ 3 credits
Risk Management Perception and Communication
BSS 481 ~ 3 credits
Counterterrorism Intelligence and Analysis
BSS 482 ~ 3 credits
Securing Critical Infrastructure and Cyberspace
BSS 483 ~ 3 credits
World View of Homeland Security
CJA 484 ~ 3 credits
Criminal Justice Administration Capstone

The University reserves the right to modify the required course of study.
The University’s Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections, or as a peace officer with any particular local, state, federal, or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the BSCJA
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body; GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.
• Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BSCJA
A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:
Communication Arts, 6 credits
Mathematics, 6 credits
Science and Technology, 6 credits
Must include at least three credits in physical or biological sciences
Humanities, 6 credits
Social Science, 6 credits
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Degree Requirements for the BSCJA
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
• Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
• Students will declare a concentration at the time of enrollment.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration.

Additional Academic Progression Requirements for the BSCJA
• Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
• With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited transfer coursework (C- or higher grade),
  • UOPX Prior Learning Assessment
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  • Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  • Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    • Completed within five years of enrollment
    • Grade of C- or better
    • At least 2.67 semester credits
  • Eligible to receive general education credits
• Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
• Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
• Demonstrate competency by meeting minimum passing score on UOPX approved placement exam

Additional Residency Requirements and Course Waivers for the BSCJA
Students in this program may waive a maximum of 15 upper division credits from their required course of study. Students may also waive twelve (12) lower division credits from the required course of study. The following courses in the required course of study may not be waived: GEN 200, CJA 484

Course Descriptions for the BSCJA
GEN 200 .................................................................................... 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

CJA 204 .................................................................................... 3 credits
Introduction to Criminal Justice
This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214 .................................................................................... 3 credits
Introduction to Policy Theory and Practices
This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJA 224 .................................................................................... 3 credits
Introduction to Criminal Court Systems
This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234 .................................................................................... 3 credits
Introduction to Corrections
This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 304 .................................................................................... 3 credits
Interpersonal Communications
This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investiga-
Juvenile Justice Systems and Processes
This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 384 ................................................................. 3 credits

Criminal Organizations
This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 394 ................................................................. 3 credits

Contemporary Issues and Futures in Criminal Justice
This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
COMM 215 ........................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretative and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
GEN 101 ............................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
GEN 300 ............................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
CJA 444 ............................................................... 3 credits

Models of Effective Helping
This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.
BSHS 311 ............................................................ 3 credits

Case Management
This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.
BSHS 401 ............................................................ 3 credits

Advocacy and Mediation
This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.
BSHS 441 ............................................................ 3 credits

Mental Health and Crisis Intervention Practices
Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.
CJA 484 ............................................................... 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.
CJA 444 ............................................................... 3 credits

Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, moti-
Criminal Justice Management Theory and Practice
This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.
CJA 454 .................................................................................... 3 credits

Criminal Justice Policy Analysis
This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.
CJA 474 .................................................................................... 3 credits

Managing Criminal Justice Personnel
This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.
CJA 484 .................................................................................... 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Cybercrimes
BCC 400.................................................................................... 3 credits

Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.
BCC 401.................................................................................... 3 credits

Cybercrimes in the 21st Century
This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.
BCC 402.................................................................................... 3 credits

Cybercrime and Role of Law Enforcement Security Personnel
This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.
BCC 403.................................................................................... 3 credits

Global Technology and Cybercrime
In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cybertechnology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
CJA 484 .................................................................................... 3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Security
BSS 480.................................................................................... 3 credits

Risk Management Perception and Communication
In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481.................................................................................... 3 credits

Counterterrorism Intelligence and Analysis
This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and
knowledge gained will add to the protection, safety, and security of our society.

BSS 482......................................................................................3 credits

Securing Critical Infrastructure and Cyberspace
This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.

BSS 483......................................................................................3 credits

World View of Homeland Security
Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.

CJA 484.....................................................................................3 credits

Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.
BS/P Required Course of Study

The following Bachelor of Science in Psychology (BS/P) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-p.

BS/P Required Course of Study

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN 300</td>
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<td>Skills for Professional Development</td>
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<td>PSY 300 ~</td>
<td>3</td>
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<tr>
<td>General Psychology</td>
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<tr>
<td>PSY 310 ~</td>
<td>3</td>
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<tr>
<td>History and Systems in Psychology</td>
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<td>PSY 355 ~</td>
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<tr>
<td>Motivational Processes in Human Psychology</td>
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<td>PSY 315 ~</td>
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<tr>
<td>Statistical Reasoning in Psychology</td>
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<td>PSY 340 ~</td>
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<tr>
<td>Biological Foundations in Psychology</td>
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<td>PSY 360 ~</td>
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<td>Cognitive Psychology</td>
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<td>PSY 375 ~</td>
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<td>Life Span Human Development</td>
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<td>PSY 390 ~</td>
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<td>Learning and Cognition</td>
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<td>PSY 400 ~</td>
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<td>Social Psychology</td>
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<td>PSY 405 ~</td>
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<td>Theories of Personality</td>
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<td>PSY 410 ~</td>
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<td>Abnormal Psychology</td>
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<td>PSY 435 ~</td>
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<td>Industrial/Organizational Psychology</td>
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<td>PSY 450 ~</td>
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<td>Diversity and Cultural Factors in Psychology</td>
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<td>PSY 460 ~</td>
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<td>Environmental Psychology</td>
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<td>PSY 475 ~</td>
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<td>Psychological Tests and Measurements</td>
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<td>PSY 480 ~</td>
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<td>Elements of Clinical Psychology</td>
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<td>PSY 490 ~</td>
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<tr>
<td>Capstone Course in Psychology</td>
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The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BS/P

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Completion Requirements for the BS/P

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 51 upper division credits.
  • All students must meet the General Education areas approved by the university.
  • A minimum grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits required by their degree program.

General Education Requirements for the BS/P

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Humanities, 6 credits
Mathematics, 6 credits
Science & Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences
Social Science, 6 credits
Interdisciplinary Component, 18 credits
Any credit that is not being applied to the primary major as a waiver may...
be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

Additional Liberal Arts, 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Additional Academic Progression Requirements for the BS/P

- Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - UOPX Prior Learning Assessment
  - National Testing Programs, and
  - ACE evaluated Military credits.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.

- All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  - Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    - Completed within five years of enrollment
    - Grade of C- or better
    - At least 2.67 semester credits
  - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
  - Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam

Additional Residency Requirements and Course Waivers for the BS/P

Students in this program may waive a maximum of 24 credits from their required course of study.

The following courses in the required course of study may not be waived: GEN 300, PSY 490

Course Descriptions for the BS/P

GEN 300 .....................................................................................3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the university library and learn how to access its resources successfully.

PSY 300 .....................................................................................3 credits

General Psychology

General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.

PSY 310 .....................................................................................3 credits

History and Systems in Psychology

The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.

PSY 335 .....................................................................................3 credits

Motivational Processes in Human Psychology

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

PSY 315 .....................................................................................3 credits

Statistical Reasoning in Psychology

This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 340 .....................................................................................3 credits

Biological Foundations in Psychology

This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

PSY 360 .....................................................................................3 credits

Cognitive Psychology

This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 375 .....................................................................................3 credits

Lifespan Human Development

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding
of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

PSY 390 ........................................................................................................ 3 credits

Learning and Cognition
This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400 ........................................................................................................ 3 credits

Social Psychology
This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

PSY 405 ........................................................................................................ 3 credits

Theories of Personality
This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410 ........................................................................................................ 3 credits

Abnormal Psychology
This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

PSY 435 ........................................................................................................ 3 credits

Industrial/Organizational Psychology
This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.

PSY 450 ........................................................................................................ 3 credits

Diversity and Cultural Factors in Psychology
This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students’ frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460 ........................................................................................................ 3 credits

Environmental Psychology
In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475 ........................................................................................................ 3 credits

Psychological Tests and Measurements
This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.

PSY 480 ........................................................................................................ 3 credits

Elements of Clinical Psychology
This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

PSY 490 ........................................................................................................ 3 credits

Capstone Course in Psychology
This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COMM 215 ................................................................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ....................................................................................................... 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the beginning adult learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course gives an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ....................................................................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult
The Bachelor of Science in Human Services

The following Bachelor of Science in Human Services (BSHS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The BSHS program curriculum at University of Phoenix employs an interdisciplinary approach for assimilating theory, knowledge, skills and core competencies of today’s human service professional. The conceptual framework of the program draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed with experiential components, integrated within the academic foundation, to provide students with experience as service providers in a range of human service settings in both private and public sectors. The Human Services program’s interdisciplinary design builds core skills and competencies based on established methods for delivering a variety of direct service roles in the wide-ranging field of human services. In addition to completing core curriculum courses, students must declare and complete courses in an area of concentration selected from the following: 1) Management, 2) Addictions, 3) Family and Child Services, 4) Gerontology. Upon graduation from the program students will be qualified for Registry as Mental Health Facilitators with the National Board for Certified Counselors-International and prepared academically to sit for the Human Services-Board Certified Practitioner examination administered by the Center for Credentialing and Education. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bshs.

Required Course of Study for the BSHS

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSHS 305</td>
<td>Historical Development of Human Services: An Introduction</td>
<td>3 credits</td>
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<tr>
<td>BSHS 325</td>
<td>Human Systems and Development</td>
<td>3 credits</td>
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<tr>
<td>BSHS 345</td>
<td>Diversity and Special Populations</td>
<td>3 credits</td>
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<tr>
<td>BSHS 355</td>
<td>Delivery of Human Services: Theory and Practice</td>
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<tr>
<td>BSHS 375</td>
<td>Information Management Systems &amp; Technology in Human Services</td>
<td>3 credits</td>
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<tr>
<td>BSHS 415O</td>
<td>Orientation to Field Experience</td>
<td>0 credits</td>
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<tr>
<td>BSHS 385</td>
<td>Interpersonal Communication &amp; Interviewing Skills</td>
<td>3 credits</td>
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<tr>
<td>BSHS 395</td>
<td>Client Assessment and Plan Development</td>
<td>3 credits</td>
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<tr>
<td>BSHS 405</td>
<td>Ethics and Values for Human Service Professionals</td>
<td>3 credits</td>
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<td>BSHS 425</td>
<td>Intervention, Direct Service Delivery &amp; Case Management</td>
<td>3 credits</td>
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<tr>
<td>BSHS 435</td>
<td>Administration &amp; Management of Human Service Programs</td>
<td>3 credits</td>
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<td>BSHS 445</td>
<td>Research &amp; Statistics in Human Services</td>
<td>3 credits</td>
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<tr>
<td>BSHS 455</td>
<td>A Survey of Crisis and Mental Health Issues and Interventions</td>
<td>3 credits</td>
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<td>BSHS 465</td>
<td>Working With Addictions</td>
<td>3 credits</td>
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<tr>
<td>BSHS 475</td>
<td>Professional Development and Identity</td>
<td>3 credits</td>
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<tr>
<td>BSHS 485</td>
<td>Field Experience II</td>
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Capstone: Advocacy and Creating Social Change

Concentration in Addictions

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<td>BSHS 456</td>
<td>Addiction Interventions for Human Service Workers</td>
<td>3 credits</td>
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<tr>
<td>BSHS 457</td>
<td>Codependence &amp; Working with Families</td>
<td>3 credits</td>
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<tr>
<td>BSHS 458</td>
<td>Action Planning, Relapse Prevention &amp; Aftercare</td>
<td>3 credits</td>
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Concentration in Family and Child Services

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BSHS 406</td>
<td>Family and Social Systems: Contemporary Trends and Issues</td>
<td>3 credits</td>
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<tr>
<td>BSHS 407</td>
<td>Family Violence Across the Lifespan: A Multi-Strata Problem</td>
<td>3 credits</td>
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Concentration in Gerontology

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<tr>
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<tbody>
<tr>
<td>BSHS 437</td>
<td>Social Systems and Aging</td>
<td>3 credits</td>
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<tr>
<td>BSHS 438</td>
<td>Care for Aging Populations</td>
<td>3 credits</td>
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Concentration in Management

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<tbody>
<tr>
<td>BSHS 426</td>
<td>Human Services Management: Theory &amp; Practice</td>
<td>3 credits</td>
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Additional Admission Requirements for the BSHS
All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• No work experience and/or current employment is required for this program.

Degree Requirements for the BSHS
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 60 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
  • Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Human Services

Additional Academic Progression Requirements for the BSHS
• Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete BSHS 305 as the first course in their program.
• With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited transfer coursework (C- or higher grade),
  • UOPX Prior Learning Assessment
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  • Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  • Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    - Completed within five years of enrollment

General Education Requirements for the BSHS
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
(A Track must include: COMM 215, equivalent or higher)
(B Track must include: COM 170 and COM 172)

Mathematics, 6 credits
Must include MTH 209 or higher

Science and Technology, 6 credits
(B Track must include: SCI 163)

Must include at least three credits in physical or biological sciences

Humanities, 6 credits
(B Track must include: HUM 114)

Social Science, 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts, 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirements, 18 credits
(B Track must include: FP 120)

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

Field Experience for the BSHS
The BSHS programs include two field experience courses: BSHS 305 and BSHS 475. Each field experience course is 15 weeks in length. These courses require at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of the student activities during their field experience.

Course Descriptions for the BSHS
BSHS 305.................................................................................. 3 credits

Historical Development of Human Services: An Introduction
In this course students will learn the historical roots of human ser-
Serves and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 ..................................................................................3 credits

**Human Systems and Development**

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes affecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 ..................................................................................3 credits

**Ethics and Values for Human Service Professionals**

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 345 ..................................................................................3 credits

**Diversity and Special Populations**

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 355 ..................................................................................3 credits

**Delivery of Human Services: Theory and Practice**

This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences affecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375 ..................................................................................3 credits

**Information Management Systems & Technology in Human Services**

This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 415O ...............................................................................0 credits

**Orientation to Field Experience**

This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 385 ..................................................................................3 credits

**Interpersonal Communication & Interviewing Skills**

Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.

BSHS 395 ..................................................................................3 credits

**Client Assessment and Plan Development**

This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11
and 12 of the MHF training.

BSHS 405.................................................................................. 3 credits
**Intervention, Direct Service Delivery & Case Management**

This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training.

BSHS 415.................................................................................. 3 credits

**Field Experience I**

This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans, and documenting. Students will complete Modules 13 and 14 of the MHF training.

BSHS 425.................................................................................. 3 credits

**Administration & Management of Human Service Programs**

Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.

BSHS 435.................................................................................. 3 credits

**Research & Statistics in Human Services**

This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 445.................................................................................. 3 credits

**A Survey of Crisis and Mental Health Issues and Interventions**

In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.

BSHS 445.................................................................................. 3 credits

**Working With Addictions**

This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 465.................................................................................. 3 credits

**Professional Development and Identity**

In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475.................................................................................. 3 credits

**Field Experience II**

This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS 415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 17 and 18 of the MHF training.

BSHS 485.................................................................................. 3 credits

**Capstone: Advocacy and Creating Social Change**

This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students
will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.

COMM 215 ...................................................................................3 credits

**Foundations of General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ...................................................................................3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ...................................................................................5 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

Course Descriptions for the Concentration in Addictions

**Course Descriptions for the Concentration in Addictions**

BSHS 456 ...................................................................................3 credits

**Addiction Interventions for Human Service Workers**

This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine’s Patient Placement Criteria.

BSHS 457 ...................................................................................3 credits

**Codependence & Working with Families**

In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependence are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.

BSHS 458 ...................................................................................3 credits

**Action Planning, Relapse Prevention & Aftercare**

This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.

Course Descriptions for the Concentration in Family and Child Services

**Course Descriptions for the Concentration in Family and Child Services**

BSHS 406 ...................................................................................3 credits

**Family and Social Systems: Contemporary Trends and Issues**

Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407 ...................................................................................3 credits

**Family Violence Across the Lifespan: A Multi-Strata Problem**

This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the
Grief, Loss and End of Life Issues

Care for Aging Populations

This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus include various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

Course Descriptions for the Concentration in Gerontology

BSHS 438.................................................................................. 3 credits

Childhood Abuse and Neglect

This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

Social Systems and Aging

This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438.................................................................................. 3 credits

Course Descriptions for the Concentration in Gerontology

BSHS 437.................................................................................. 3 credits

Care for Aging Populations

The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a common platform and understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

Course Descriptions for the Concentration in Management

BSHS 426.................................................................................. 3 credits

Human Services Management: Theory & Practice

This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field.

BSHS 427.................................................................................. 3 credits

Critical Thinking Skills in Management Decision Making

This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.

BSHS 428.................................................................................. 3 credits

Human Services Program Design & Proposal Writing

This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.
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UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

We prepare future leaders for business excellence. Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:

- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curriculum through an integrated topics course.

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

BSB Program Category Requirements - A Track and B Track

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introductory Course, 3 total credits</td>
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</tr>
<tr>
<td>Foundations for General Education and Professional Success</td>
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<tr>
<td>Foundations of University Studies</td>
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<tr>
<td>Communications, 3 total credits</td>
<td></td>
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<tr>
<td>Introduction to Computer Applications and Systems</td>
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<tr>
<td>Management, 6 total credits</td>
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<tr>
<td>Marketing, 3 total credits</td>
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<tr>
<td>Research and Statistics, 6 total credits</td>
<td></td>
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<tr>
<td>Business Capstone, 3 total credits</td>
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Accounting Concentration

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-acc.

Accounting, 6 total credits

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 290 ~ .......................................................... 3 credits</td>
<td></td>
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<tr>
<td>Principles of Accounting I</td>
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<tr>
<td>ACC 291 ~ .......................................................... 3 credits</td>
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Ethics & Social Responsibility, 3 total credits

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<tr>
<th>Course Title</th>
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<tr>
<td>ETH 316 ~ .......................................................... 3 credits</td>
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Economics, 6 total credits

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<th>Course Title</th>
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<tr>
<td>ECO 372 ~ .......................................................... 3 credits</td>
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Finance, 3 total credits

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<th>Course Title</th>
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<tr>
<td>FIN 370 ~ .......................................................... 3 credits</td>
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Marketing, 3 total credits

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<tr>
<th>Course Title</th>
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<tr>
<td>MKT 421 ~ .......................................................... 3 credits</td>
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Research and Statistics, 6 total credits

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<tbody>
<tr>
<td>QNT 351 ~ .......................................................... 3 credits</td>
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</table>

Quantitative Analysis for Business

<table>
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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 475 ~ .......................................................... 3 credits</td>
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Integrated Business Topics

<table>
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<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACC 349 ~ .......................................................... 3 credits</td>
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Cost Accounting

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 421 ~ .......................................................... 3 credits</td>
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</tbody>
</table>
Finance Concentration

Students must choose three of the following courses:

ACC 422 ~ ................................................................. 3 credits
Intermediate Financial Accounting II
ACC 423 ~ ................................................................. 3 credits
Intermediate Financial Accounting III
ACC 497 ~ ................................................................. 3 credits
Advanced Topics in Accounting Research

The BSB/ACC may not educate graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

California Students:

**The Bachelor of Science in Business with a concentration in Accounting (BSB/ACC) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.**

Administration Concentration

The Business Administration concentration is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration concentration examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-a.

ACC 400 ~ ................................................................. 3 credits
Accounting for Decision Making
MGT 448 ~ ................................................................. 3 credits
Global Business Strategies

Students must choose three of the following courses:

ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I
BSA 375 ~ ................................................................. 3 credits
Fundamentals of Business Systems Development
EBUS 405 ~ ................................................................. 3 credits
E-Business Technologies
ISCOM 472 ~ ................................................................. 3 credits
Lean Enterprise
MKT 441 ~ ................................................................. 3 credits
Marketing Research
MGT 437 ~ ................................................................. 3 credits
Project Management
ETH 355 ~ ................................................................. 3 credits
Understanding Ethics
OL 370 ~ ................................................................. 3 credits
Innovation for the 21st Century
PHL 410 ~ ................................................................. 3 credits
Classical Logic

Finance Concentration

The Finance Concentration emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Concentration allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application. Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data. Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-f.

FIN 419 ~ ................................................................. 3 credits
Finance for Decision Making
FIN 486 ~ ................................................................. 3 credits
Strategic Financial Management

Students must choose three of the following courses:

FIN 375 ~ ................................................................. 3 credits
Financial Institutions
FIN 375 ~ ................................................................. 3 credits
Financial Management in the Small Business
FIN 402 ~ ................................................................. 3 credits
Investment Fundamentals and Portfolio Management
FIN 410 ~ ................................................................. 3 credits
Working Capital Management
FIN 415 ~ ................................................................. 3 credits
Corporate Risk Management
FIN 420 ~ ................................................................. 3 credits
Personal Financial Planning
FIN 444 ~ ................................................................. 3 credits
Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ~ ................................................................. 3 credits
Real Estate Investment

Global Management Concentration

The Global Business concentration emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-gm.

GBM 380 ~ ................................................................. 3 credits
Global Business
GBM 381 .......................................................... 3 credits
International Trade
MGT 441 .......................................................... 3 credits
HRM 300 .......................................................... 3 credits
International Human Resource Management
ISCOM 383 ...................................................... 3 credits
Global Value Chain Management
GBM 489 .......................................................... 3 credits
Strategic Topics in Global Business Management

Sustainable Enterprise Management Concentration
The Sustainable Enterprise Management concentration will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, and sustainable management techniques. Upon completion of this program students will possess the knowledge and skills needed to manage business enterprises for a sustainable future.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-hrm.

HRM 300 .......................................................... 3 credits
Fundamentals of Human Resource Management
HRM 498 .......................................................... 3 credits
Strategic Human Resource Management and Emerging Issues
Students must choose three of the following courses:
HRM 310 .......................................................... 3 credits
Change Management
HRM 324 .......................................................... 3 credits
Total Compensation
HRM 326 .......................................................... 3 credits
Employee Development
HRM 420 .......................................................... 3 credits
Human Resource Risk Management
MGT 434 .......................................................... 3 credits
Employment Law

Management Concentration
The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sm.

MGT 360 .......................................................... 3 credits
Green and Sustainable Enterprise Management
MGT 470 .......................................................... 3 credits
Sustainable Enterprise Planning
Students must choose three of the following courses:
BUS 327 .......................................................... 3 credits
The Sustainable Organization
BUS 372 .......................................................... 3 credits
Business Sustainability Standards
ECO 370 .......................................................... 3 credits
Environmental Economics
MGT 380 .......................................................... 3 credits
Organizational Change Management
MGT 403 .......................................................... 3 credits
Environmental Management Systems
MKT 411 .......................................................... 3 credits
Green Marketing
MKT 441 .......................................................... 3 credits
Business Models in Early-stage Enterprises
MKT 442 .......................................................... 3 credits
Market Discovery and Validation in Early-stage Enterprises
BUS 443 .......................................................... 3 credits
Implementing Entrepreneurship in Early-stage Enterprises

Human Resource Management Concentration
The Human Resource Management Concentration helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The concentration addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Concentration introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sm.

HRM 310 .......................................................... 3 credits
Change Management
HRM 324 .......................................................... 3 credits
Total Compensation
HRM 326 .......................................................... 3 credits
Employee Development
HRM 420 .......................................................... 3 credits
Human Resource Risk Management
MKT 434 .......................................................... 3 credits
Employment Law

Management Concentration
The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sm.

MGT 426 .......................................................... 3 credits
Implementing Entrepreneurship in Emerging Issues
Students must choose three of the following courses:
HRM 300 .......................................................... 3 credits
Fundamentals of Human Resource Management
HRM 326 .......................................................... 3 credits
Employee Development
LDR 300 .......................................................... 3 credits
Innovative Leadership
MGT 360 .......................................................... 3 credits
Green and Sustainable Enterprise Management
MKT 411 .......................................................... 3 credits
Innovative and Creative Business Thinking
MGT 426 .......................................................... 3 credits
Managing Change in the Workplace
The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-pm.
information, please visit our website at http://www.phoenix.edu/programs/bsb-svc.

MGT 401 ~ ................................................................. 3 credits
The Small Business: Structure, Planning and Funding
MGT 418 ~ ........................................................................ 3 credits
Evaluating New Business Opportunities
FIN 375 ~ ...................................................................... 3 credits
Financial Management in the Small Business
MKT 431 ~ ........................................................................ 3 credits
Small Business Marketing
MGT 465 ~ ........................................................................ 3 credits
Small Business and Entrepreneurial Planning

Service Sector Concentration

The Service Sector concentration focuses the student on the service environment. The program emphasizes skill development in strategic management, marketing, supply management, product and brand management, service operations, merchandising, and personnel management unique to the service industry, which includes retail, hospitality, lodging, restaurant, and gaming management. Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the service industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-svc.

OI 365 ~ .......................................................................... 3 credits
Organizational Innovation and Intellectual Capital
OI 466 ~ .......................................................................... 3 credits
Organizational Innovation Integrated Project

Students must choose three of the following courses:

BRM 353 ~ ................................................................. 3 credits
Product and Brand Management
MGT 356 ~ .......................................................................... 3 credits
Retail Personnel Management
HM 322 ~ .......................................................................... 3 credits
Gaming Management
HM 370~ .......................................................................... 3 credits
Hospitality Management
HM 486 ~ .......................................................................... 3 credits
Trends and Emerging Issues in Hospitality
ISCOM 354 ~ ................................................................. 3 credits
Retail Operations: Supply Management
MGT 371 ~ ................................................................. 3 credits
Lodging Management
MGT 372 ~ ................................................................. 3 credits
Food and Beverage Management
MGT 373 ~ ................................................................. 3 credits
Events and Recreation Management

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements BSB

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172

Mathematics, 6 credits
Must include MTH 209 or higher

Science & Technology, 6 credits
B Track must include: SCI 163
Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits
B Track must include: HUM 114

Social Science, 6 credits
B Track must include: PSY 211

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 18 credits
B Track must include: FP 120

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Additional Academic Progression Requirements for the BSB

- Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:

- University of Phoenix coursework
- Regionally or nationally accredited transfer coursework (C- or higher grade)
- UOPX Prior Learning Assessment
- National Testing Programs, and
- ACE evaluated Military credits.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
  - Completed within five years of enrollment
  - Grade of C- or better
  - At least 2.67 semester credits
- Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
- Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
- Demonstrate competency by meeting minimum passing score on UOPX approved placement exam
- Students transferring to University of Phoenix from an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing 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 policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework. The following courses in the required course of study may not be waived: ACC 497, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 195, GEN 200, HRM 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466, SUS 300

Course Descriptions for the BSB

GEN 200 ...................................................................................3 credits

Foundations of General Education and Professional Success

This general education course is designed to introduce the inten-
sional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 195 ...................................................................................3 credits

Foundations of University Studies

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year student needs. Course topics include ideal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

BIS 220 ...................................................................................3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

MGT 230 ...................................................................................3 credits

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311 ...................................................................................3 credits

Organizational Development

This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

ACC 290 ...................................................................................3 credits

Principles of Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and con-
trolling from the perspective of a practicing manager.

**ACC 291** ................................................................. 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

**ETH 316** ................................................................. 3 credits

**Ethics and Social Responsibility**

This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

**ECO 372** ................................................................. 3 credits

**Principles of Microeconomics**

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

**ECO 365** ................................................................. 3 credits

**Principles of Macroeconomics**

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

**LAW 421** ................................................................. 3 credits

**Contemporary Business Law**

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

**FIN 370** ................................................................. 3 credits

**Finance for Business**

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

**MKT 421** ................................................................. 3 credits

**Marketing**

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

**RES 351** ................................................................. 3 credits

**Business Research**

This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

**QNT 351** ................................................................. 3 credits

**Quantitative Analysis for Business**

This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

**BUS 475** ................................................................. 3 credits

**Integrated Business Topics**

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

**COMM 215** ........................................................... 3 credits

**Essentials of College Writing**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

**GEN 200** ................................................................. 3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**GEN 101** ................................................................. 3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

**GEN 300** ................................................................. 3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
MTH 209...................................................................................3 credits

College Mathematics II
This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

Course Descriptions for the Accounting Concentration
ACC 349 .................................................................3 credits

Cost Accounting
This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

Intermediate Financial Accounting I
This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

Intermediate Financial Accounting II
This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Intervened in the presentation of the material is an assortment of ethical dilemmas that encourage discussion about how the accountant should handle specific situations.

Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intervened in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 497 .................................................................3 credits

Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

Course Descriptions for the Administration Concentration
ACC 400 .................................................................3 credits

Accounting for Decision Making
This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

ACC 497 .................................................................3 credits

Global Business Strategies
The manager’s perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

ACC 440 .................................................................3 credits

Accounting Information Systems I
This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

BSA 375 .................................................................3 credits

Fundamentals of Business Systems Development
This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

EBUS 405 .................................................................3 credits

e-Business Technologies
This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

ISCOM 472 .................................................................3 credits

Lean Enterprise
This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

MKT 441 .................................................................3 credits

Marketing Research
This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MGT 437 .................................................................3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

ETH 355 .................................................................3 credits

Understanding Ethics
This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjec-
Innovation for the 21st Century
This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

PHL 410................................................................. 3 credits

Classical Logic
This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

Course Descriptions for the Finance Concentration

FIN 419................................................................. 3 credits

Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 486................................................................. 3 credits

Strategic Financial Management
This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

FIN 366................................................................. 3 credits

Financial Institutions
This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.

FIN 375................................................................. 3 credits

Financial Management in the Small Business
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash flow management, financial planning, and capital budgeting.

FIN 402................................................................. 3 credits

Investment Fundamentals and Portfolio Management
This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.

FIN 410................................................................. 3 credits

Working Capital Management
Working Capital Management This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415................................................................. 3 credits

Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420................................................................. 3 credits

Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.

FIN 444................................................................. 3 credits

Mergers, Acquisitions, and Corporate Restructuring
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.

FIN 467................................................................. 3 credits

Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today’s real estate investment environment.

Course Descriptions for the Global Management Concentration

GBM 380............................................................... 3 credits

Global Business
This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

GBM 381............................................................... 3 credits

International Trade
This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

HRM 350............................................................. 3 credits

International Human Resource Management
This course is an overview of international human resources management practices with emphasis on human resources challenges.
and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

ISCOM 383 ................................................................. 3 credits

Global Value Chain Management
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

GBM 489 ................................................................. 3 credits

Strategic Topics in Global Business Management
This course applies the principles of international trade, global monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

Course Descriptions for the Sustainable Enterprise

Management Concentration

MGT 360 ................................................................. 3 credits

Green and Sustainable Enterprise Management
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 470 ................................................................. 3 credits

Sustainable Enterprise Planning
This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

BUS 327 ................................................................. 3 credits

The Sustainable Organization
This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumptive calculations of manufacturing, and the impact of business decisions on the environment.

BUS 372 ................................................................. 3 credits

Business Sustainability Standards
This course provides a regulatory and compliance overview the local, state, and federal business sustainability standards. Special emphasis is placed on ISO requirements, LEED certification, and emerging sustainability standards for business. Students will also address compliance as a competitive advantage and the ethical responsibility of businesses to employees, the community, and the environment.

ECO 370 ................................................................. 3 credits

Environmental Economics
This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

MGT 380 ................................................................. 3 credits

Organizational Change Management
This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

MGT 403 ................................................................. 3 credits

Environmental Management Systems
This course provides a framework for managing Environmental Management Systems (EMS). This includes continuous improvement through environmental management; facilities and supply-chain management; systems integration; environmental considerations; and operational utilization of environmental management systems.

MKT 411 ................................................................. 3 credits

Green Marketing
This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging green marketing trends.

MKT 441 ................................................................. 3 credits

Business Models in Early-stage Enterprises
This course provides an overview of business models for early-stage entrepreneurial ventures in all industries, including those in green industries and clean technology. Emphasis is placed on designing a competitive early-stage enterprise business model, the competing interests of stakeholders, the use of triple bottom line measures to guide enterprise design, forms of ownership, intellectual property, and exploring financing options—both private and public.

MKT 442 ................................................................. 3 credits

Market Discovery and Validation in Early-stage Enterprises
This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in green industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.

BUS 443 ................................................................. 3 credits

Implementing Entrepreneurship in Early-stage Enterprises
This course focuses on the implementation of lean business models in entrepreneurial ventures in all industries, including those in green industries and clean technology. This includes the strategic application of financial planning, capital management, marketing, people management, and leadership as a means to reduce start-up risk. Emphasis is placed on adapting the business plan to the realistic needs of an early-stage owner and entrepreneur.

Course Descriptions for the Human Resource Management
Concentration

HRM 300 ................................................................. 3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of
human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 498 ................................................................................. 3 credits

Strategic Human Resource Management and Emerging Issues
This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

HRM 310 .................................................................................. 3 credits

Change Management
This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324 .................................................................................. 3 credits

Total Compensation
This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 326 .................................................................................. 3 credits

Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 420 .................................................................................. 3 credits

Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

MGT 434 .................................................................................. 3 credits

Employment Law
This course provides an overview of federal statutes and state-regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

Course Descriptions for the Management Concentration

PHL 458 .................................................................................. 3 credits

Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

MGT 498 .................................................................................. 3 credits

Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

HRM 300 .................................................................................. 3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 326 .................................................................................. 3 credits

Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

LDR 300 ................................................................................... 3 credits

Innovative Leadership
This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.

MGT 360 .................................................................................. 3 credits

Green and Sustainable Enterprise Management
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 411 .................................................................................. 3 credits

Innovative and Creative Business Thinking
This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to
improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 426 ........................................................................................3 credits

Managing Change in the Workplace
This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

OI 361 ........................................................................................3 credits

Innovation, Design, and Creativity for a Competitive Advantage
This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

ETH 355 ...................................................................................3 credits

Understanding Ethics
This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g. cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

OI 370 ........................................................................................3 credits

Innovation for the 21st Century
This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

PHL 410 ...................................................................................3 credits

Classical Logic
This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

MUS 320 ...................................................................................3 credits

The Music Business Today
Guided by music industry luminary Randy Jackson, this course begins by introducing the song as the foundational component of today’s music business model. Each week, students are exposed to the key elements of the music business with emphasis on case studies, industry roles, the way revenue flows, and the current use and impact of technology. The course provides students with a firm grasp of the realities of today’s music industry. Students complete relevant individual and learning team activities that prompt them to consider how they might engage with the music industry’s ecosystem.

Course Descriptions for the Marketing Concentration

MKT 435 ...................................................................................3 credits

Consumer Behavior
This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 498 ...................................................................................3 credits

Integrated Marketing Strategies
This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

COM 340 ...................................................................................3 credits

Mass Communication
This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 400 ...................................................................................3 credits

Media and Society
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

MKT 438 ...................................................................................3 credits

Public Relations
This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

BRM 353 ...................................................................................3 credits

Product and Brand Management
This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MKT 411 ...................................................................................3 credits

Green Marketing
This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 431 ...................................................................................3 credits
Small Business Marketing
Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MKT 441 ................................................................. 3 credits

Marketing Research
This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.

Course Descriptions for the Project Management Concentration

CPMGT 300 ................................................................. 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 ................................................................. 3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 ................................................................. 3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ................................................................. 3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMT 305 ................................................................. 3 credits

Project Management Capstone
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Course Descriptions for the Public Sector Concentration

BPA 303 ................................................................. 3 credits

Public Programs: Implementation and Evaluation in a Dynamic Environment
This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 406 ................................................................. 3 credits

The Public Leader: Integration and Application
This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepens the student’s understanding of the challenges and complexities facing public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

BPA 301 ................................................................. 3 credits

Foundations of Public Administration
This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

HRM 330 ................................................................. 3 credits

Human Resources and Labor Relations in Public Service
This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

FIN 380 ................................................................. 3 credits

Financial Management of Non-Profit Organizations
Financial Management of Non-Profit Organizations This course emphasizes the utilization of key financial concepts to effectively obtain desired goals and objectives by non-profit organizations in the private, public, and the international arenas. While profit oriented entities focus on maximizing shareholder’s wealth, non-profit organizations are concerned with deriving maximum benefit for each dollar expended on a charitable endeavor. The centrality of finance to achieve such goal will be thoroughly explored.

ACC 460 ................................................................. 3 credits

Government and Non-Profit Accounting
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

MKT 438 ................................................................. 3 credits

Public Relations
This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satisfaction; relationship-building strategies; and ethics and public
relations.

**Course Descriptions for the Small Business Management & Entrepreneurship Concentration**

**MGT 401** ................................................................. 3 credits

**The Small Business: Structure, Planning and Funding**

This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

**MGT 418** ................................................................. 3 credits

**Evaluating New Business Opportunities**

This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

**FIN 375** ............................................................................. 3 credits

**Financial Management in the Small Business**

This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

**MGT 465** ......................................................................... 3 credits

**Small Business Marketing**

Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

**MGT 465** ......................................................................... 3 credits

**Small Business and Entrepreneurial Planning**

This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

**Course Descriptions for the Service Sector Concentration**

**OI 365** ............................................................................. 3 credits

**Knowledge Management and Intellectual Capital**

In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

**OI 466** ............................................................................. 3 credits

**Organizational Innovation Integrated Project**

This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

**BRM 353** ......................................................................... 3 credits

**Product Brand Management**

This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

**MGT 356** ......................................................................... 3 credits

**Retail Personnel Management**

This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

**HM 322** ............................................................................. 3 credits

**Gaming Management**

This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.

**HM 370** ............................................................................. 3 credits

**Hospitality Management**

This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

**HM 486** ............................................................................. 3 credits

**Trends and Emerging Issues in Hospitality**

This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

**ISCOM 354** ...................................................................... 3 credits

**Retail Operations: Supply Management**

This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

**MGT 371** ......................................................................... 3 credits

**Lodging Management**

This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

**MGT 372** ......................................................................... 3 credits

**Food and Beverage Management**

This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.
Bachelor of Science in Management
The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

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

BSM Program Category Requirements - A Track and B Track

Communications, 3 total credits

Management, 3 total credits

Business/Management Electives, 15 total credits

Finance, 3 total credits

Management Capstone, 3 total credits

Business/Management Electives, 15 total credits

Additional Admission Requirements for the BSM

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the BSM

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred. Students with an associate degree in business, management, arts, general studies, liberal arts, nursing or pre-medicine are not eligible for an emphasis.
  • Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Mathematics, 6 credits

Science & Technology, 6 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may
be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Additional Academic Progression Requirements for the BSM

• Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete BCOM 275 as the first course in their program.
• With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited transfer coursework (C- or higher grade),
  • UOPX Prior Learning Assessment
  • National Testing Programs, and
  • ACE evaluated Military credits.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  • Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  • Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    - Completed within five years of enrollment
    - Grade of C- or better
    - At least 2.67 semester credits
    - Eligible to receive general education credits
  • Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
  • Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
  • Demonstrate competency by meeting minimum passing score on UOPX approved placement exam

Additional Residency Requirements and Course Waivers for the BSM

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The 15 credit upper division BSM Business/Management Elective requirement may be satisfied by any of the following means:
• Upper division University of Phoenix Business/Management coursework.
• Upper division Business/Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
• Upper division Business/Management National Testing Program exams that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
• Upper division Business/Management ACE credits (including military) that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
• Upper division Business/Management Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University’s Colleges, Schools or Provost’s Office completed within the past ten (10) years from current program enrollment agreement sign date.

The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498.

Course Descriptions for the BSM

BCOM 275.................................................................3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

ETH 316........................................................................3 credits

Creative Minds and Critical Thinking

In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

LAW 421.................................................................3 credits

Ethics and Social Responsibility

This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

RES 320.................................................................3 credits

Contemporary Business Law

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

PHL 458........................................................................3 credits

Foundations of Research

This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an under-
standing of commonly employed research methodologies that can
be utilized to improve productivity and increase customer satisfac-
tion.

PSY 322 ................................................................. 3 credits

Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

BIS 320 ................................................................. 3 credits

Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

ECO 365 ................................................................. 3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ACC 300 ................................................................. 3 credits

Principles of Accounting
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

FIN 370 ................................................................. 3 credits

Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MGT 498 ................................................................. 3 credits

Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

COMM 215 ........................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ............................................................... 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to collaboration, communication, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 300 ............................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

MTH 209 ............................................................... 3 credits

College Mathematics II
This course continues the demonstration and examination of various algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

Bachelor of Science in Management Concentration in Manufacturing Sector

The following Bachelor of Science in Management Concentration in Manufacturing Sector (BSM/MAN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, produc-
tivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including leadership, general management, or human resource management based on student preference. The Manufacturing Sector (MAN) concentration focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization’s operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company’s need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the BSM foundation and courses specific to manufacturing, the degree concentration has coursework that stresses key business related knowledge and skill development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing.

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/

Accreditation and degree requirements:

• Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

• A minimum of 45 upper division credits.

• A minimum grade point average (GPA) of 2.0.

• Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred, if applicable.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as follows:

  Bachelor of Science in Management

General Education Requirements for the BSM/MAN

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Mathematics, 6 credits
All undergraduate students must satisfy math and English or English as a prerequisite. Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others. Students must use interdisciplinary or elective credits to waive the balance. Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to complete the minimum general education balance in order to complete the required course of study on the basis of regionally or approved nationally accredited transferable coursework.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Additional Academic Progression Requirements for the BSM/ MAN
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite.

Additional Residency Requirements and Course Waivers for the BSM/MAN
Students in this program may waive a maximum of 30 credits from their required coursework on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the Required Course of Study may not be waived: MGT 420, MGT 498

Course Descriptions for the BSM/MAN

BCOM 275................................................................. 3 credits
Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.
PHL 458................................................................. 3 credits
Creative Minds and Critical Thinking

In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

ETH 316 ................................................................. 3 credits
Ethics and Social Responsibility
This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.
LAW 421 ................................................................. 3 credits
Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.
PSY 322 ................................................................. 3 credits
Foundations of Research
This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.
RES 320 ................................................................. 3 credits
Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.
BIS 320 ................................................................. 3 credits
Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
ECO 365 ................................................................. 3 credits
Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ACC 300 ................................................................. 3 credits
Principles of Accounting
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.
FIN 370 ................................................................. 3 credits
Finance for Business

University of Phoenix, 2014-2015
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

MGT 498 ................................................................. 3 credits

**Strategic Management**

This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

COMM 215 ............................................................ 3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 .................................................................. 3 credits

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 .................................................................. 3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 .................................................................. 3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 209................................................................. 3 credits

**College Mathematics II**

This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

**Course Descriptions for the Manufacturing Sector Concentration**

**Knowledge Management and Intellectual Capital**

In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

MGT 420 .................................................................. 3 credits

**Managing Quality in the Supply Chain**

This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

HRM 420 .................................................................. 3 credits

**Human Resource Risk Management**

This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

ISCOM 352 ................................................................ 3 credits

**Logistics Management**

This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 472 ................................................................ 3 credits

**Lean Enterprise**

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

ISCOM 471 ................................................................ 3 credits

**Operations Management**

This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

ISCOM 473 ................................................................ 3 credits

**Global Sourcing and Procurement**
This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, business law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

At the conclusion of the BSACC program:

- Graduates will be able to apply financial accounting principles to record and communicate business activities to stakeholders.
- Graduates will be able to analyze accounting financial statements to support effective fiscal decision making.
- Graduates will be able to evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Graduates will be able to demonstrate an understanding of issues in the areas of government and not-for-profit accounting, international transactions, taxation, and auditing.

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/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

California Students:

**The Bachelor of Science in Accounting (BSACC) program meets all of the educational requirements set forth by the California State Board of Accountancy to apply for a Certified Public Accounting License in the state of California and sit for the CPA Exam. Specific coursework in ethics studies must be completed as part of the students General Education requirements to apply for Certified Public Accounting License in the state of California. Courses requiring prerequisites are identified by a ~ symbol following the course number.**

Program Category Requirements - A Track and B Track

**Communications, 3 total credits**

- BCOM 230 ~ ................................................................. 3 credits

**Business Information Systems, 3 total credits**

- BUS 230 ~ ................................................................. 3 credits

**Management, 6 total credits**

- MGT 230 ~ ................................................................. 3 credits
- MGT 311 ~ ................................................................. 3 credits

**Accounting Principles, 6 total credits**

- ACC 290 ~ ................................................................. 3 credits
- ACC 291 ~ ................................................................. 3 credits

**Ethics, 3 total credits**

- ETH 376 ~ ................................................................. 3 credits

**Law, 3 total credits**

- LAW 421 ~ ................................................................. 3 credits

**Economics, 6 total credits**

- ECO 365 ~ ................................................................. 3 credits
- ECO 372 ~ ................................................................. 3 credits

**Marketing, 3 total credits**

- MKT 421 ~ ................................................................. 3 credits

**Finance, 3 total credits**

- FIN 370 ~ ................................................................. 3 credits

**Quantitative Studies, 3 total credits**

- QNT 351 ~ ................................................................. 3 credits

**Strategy, 3 total credits**

- BUS 475 ~ ................................................................. 3 credits
Students must choose one of the following courses:

**Tax, 3 total credits**
- ACC 455 ~ .................................................................3 credits
- Corporate Taxation
- ACC 456 ~ .................................................................3 credits

**Intermediate Accounting, 9 total credits**
- ACC 421 ~ .................................................................3 credits
- Intermediate Financial Accounting I
- ACC 422 ~ .................................................................3 credits
- Intermediate Financial Accounting II
- ACC 423 ~ .................................................................3 credits
- Intermediate Financial Accounting III

**Accounting Information Systems, 3 total credits**
- ACC 340 ~ .................................................................3 credits

**Cost Accounting, 3 total credits**
- ACC 349 ~ .................................................................3 credits

**Intermediate Accounting, 9 total credits**
- ACC 421 ~ .................................................................3 credits
- Intermediate Financial Accounting I
- ACC 422 ~ .................................................................3 credits
- Intermediate Financial Accounting II
- ACC 423 ~ .................................................................3 credits

**Accounting Information Systems I**

**Accounting Information Systems II**

**Accounting Information Systems III**

**Cost Accounting**

**Intermediate Accounting, 9 total credits**
- ACC 421 ~ .................................................................3 credits
- Intermediate Financial Accounting I
- ACC 422 ~ .................................................................3 credits
- Intermediate Financial Accounting II
- ACC 423 ~ .................................................................3 credits

**Intermediate Accounting III**

**General Education Requirements for the BSACC**

- A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
- Communication Arts, 6 credits
  - (A Track must include: COMM 215, equivalent, or higher)
  - (B Track must include: COM 170 and COM 172)
- Mathematics, 6 credits
  - (Must include MTH 209, equivalent, or higher)
- Science & Technology, 6 credits
  - (B Track must include: SCI 163)
- Must include at least three (3) credits in the physical or biological sciences
- Humanities, 6 credits
  - (B Track must include: HUM 114)
- Social Science, 6 credits
  - (B Track must include: PSY 211)
- Additional Liberal Arts, 3 credits
  - (B Track must include: GEN 195)
- Interdisciplinary Component, 15 credits
  - (B Track must include: FP 120)
- Physical Education activity credits are limited to four (4) credits.

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Additional Academic Progression Requirements for the BSACC**

- Applicants to this program will be required to follow the university's First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete BCOM 230 as the first course in their program.
- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - UOPX Prior Learning Assessment
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
• Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
• Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
  - Completed within five years of enrollment
  - Grade of C- or better
  - At least 2.67 semester credits
  - Eligible to receive general education credits
• Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
• Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency

Additional Residency Requirements and Course Waivers for the BSACC

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

The following courses in the required course of study may not be waived: ACC 497, BUS 475.

Course Descriptions for the BSACC

BCOM 230................................................................................ 3 credits

Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

BIS 220..................................................................................... 3 credits

Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

MGT 230 .................................................................................... 3 credits

Management Theory and Practice
This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311.................................................................................... 3 credits

Organizational Development
This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

ACC 290..................................................................................... 3 credits

Principles of Accounting I
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291..................................................................................... 3 credits

Principles of Accounting II
This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ETH 376 ...................................................................................... 3 credits

Accounting Ethics and Professional Relations
This course providing a foundation in the nature of ethics, moral, legal, and social issues in the accounting and business environments. Students learn topics including ethical reasoning, dealing with controversial issues, and the roles and responsibilities of accounting and auditing professionals. Other topics include a discussion of the AICPA Code of Professional Conduct and the Sarbanes-Oxley Act.

LAW 421.................................................................................... 3 credits

Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

ECO 365 ................................................................................... 3 credits

Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 372 ................................................................................... 3 credits

Principles of Macroeconomics
This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

MKT 421.................................................................................... 3 credits

Marketing
This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

FIN 370..................................................................................... 3 credits
Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long-term financing, and international finance.

QNT 351 ................................................................. 3 credits

Quantitative Analysis for Business
This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 ................................................................. 3 credits

Integrated Business Topics
The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

ACC 340 ................................................................. 3 credits

Accounting Information Systems I
This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

ACC 349 ................................................................. 3 credits

Cost Accounting
This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 421 ................................................................. 3 credits

Intermediate Financial Accounting I
This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ................................................................. 3 credits

Intermediate Financial Accounting II
This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Intervened in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ................................................................. 3 credits

Intermediate Financial Accounting III
This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intervened in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 455 ................................................................. 3 credits

Corporate Taxation
This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 456 ................................................................. 3 credits

Individual/Estate Taxation
This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460 ................................................................. 3 credits

Government and Non-Profit Accounting
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

ACC 491 ................................................................. 3 credits

Contemporary Auditing I
This course is the first in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan.

ACC 492 ................................................................. 3 credits

Contemporary Auditing II
This course is the second in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.

ACC 497 ................................................................. 3 credits

Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

COMM 215 ........................................................... 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare
an applied research paper. The course offers exercises for review of
the elements of grammar, mechanics, style, citation, and proper
documentation.

GEN 200................................................................................... 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the inten-
tional learner to communication, collaboration, information utiliza-
tion, critical thinking, problem solving and professional
competence and values. The course uses an interdisciplinary
approach for the learner to develop personal, academic strategies
in order to reach desired goals and achieve academic success.

GEN 101................................................................................... 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult
learners. The course examines learning theory and the application
of adult learning principles to communication skills, group pro-
cesses, and personal management. Adult learners will develop
strategies for achieving University of Phoenix Learning Goals in
school, work, and personal settings. They will also be introduced to
the University Library and learn how to access resources success-
fully.

GEN 300................................................................................... 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical
thinking, teamwork, research, and communication. The course is
designed to aid adult learners in acquiring and improving the core
competencies that are necessary at the University of Phoenix. Stu-
dents will examine their reasons for returning to school, and
develop strategies for achieving educational goals in school, work,
and personal settings. Students will also be introduced to the Uni-
versity library and learn how to access its resources successfully.

MTH 209.................................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of vari-
ous algebra concepts that was begun in MTH/208: College Mathe-
matics I. It assists in building skills for performing more complex
mathematical operations and problem solving than in earlier
courses. These concepts and skills should serve as a foundation for
subsequent quantitative business coursework. Applications to real-
world problems are emphasized throughout the course.
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Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web technologies and application development, implementation and maintenance.

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

A Track Required Introductory Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 200 Foundations for General Education</td>
<td>3</td>
</tr>
<tr>
<td>and Professional Success</td>
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</tr>
</tbody>
</table>

B Track Required Introductory Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 195</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of University Studies</td>
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</tbody>
</table>

BSIT Required Course of Study - A Track and B Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207 Information Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>PRG 211 Algorithms and Logic for Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>WEB 240 Web Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>POS 355 Introduction to Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221 Technical Writing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>BSA 310 Business Systems</td>
<td>3</td>
</tr>
<tr>
<td>BSA 375 Fundamentals of Business Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 410 Fundamentals of Business Systems Development</td>
<td>3</td>
</tr>
<tr>
<td>Project Planning &amp; Implementation</td>
<td></td>
</tr>
<tr>
<td>DBM 380 Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 400 Intro to Information Assurance &amp; Security</td>
<td>3</td>
</tr>
<tr>
<td>NTC 362 Fundamentals of Networking</td>
<td>3</td>
</tr>
<tr>
<td>PRG 420 Java Programming I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 221 Discrete Math for IT</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 445 Application Implementation</td>
<td>3</td>
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</tbody>
</table>

Concentration in Advanced Networking

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-an.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTC 405 Fundamentals of Networking</td>
<td>3</td>
</tr>
<tr>
<td>NTC 406 Telecommunications and Networking I</td>
<td>3</td>
</tr>
<tr>
<td>NTC 409 Global Network Architecture and Design</td>
<td>3</td>
</tr>
<tr>
<td>NTC 410 Global Network Management, Support and Security</td>
<td>3</td>
</tr>
<tr>
<td>NTC 415 Network Integration Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Business Systems Analysis

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-bsa.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BSA 400 Business Systems Development II</td>
<td>3</td>
</tr>
<tr>
<td>BSA 411 Systems Analysis Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>BSA 412 Systems Analysis Tools</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 411 Application Acquisition &amp; Sourcing</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration in Information Management

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-im.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IM 300 Data Organization Architecture</td>
<td>3</td>
</tr>
<tr>
<td>IM 305 Data Modeling</td>
<td>3</td>
</tr>
<tr>
<td>POS 410 SQL for Business</td>
<td>3</td>
</tr>
<tr>
<td>DBM 384 Special Purpose Databases</td>
<td>3</td>
</tr>
<tr>
<td>DBM 460 Enterprise Database Management Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
Concentration in Information Systems Security
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-iss.

- POS 420 ~ .................................................................3 credits
- Introduction to UNIX
- POS 421 ~ .................................................................3 credits
- Windows Server Networking
- CMGT 441 ~ ..............................................................3 credits
- Introduction to Information Systems Security Management
- CMGT 442 ~ ..............................................................3 credits
- Information Systems Risk Management
- CMGT 430 ~ ..............................................................3 credits
- Enterprise Security

Concentration in Multimedia & Visual Communication
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-mvc.

- VCT 300 ~ .................................................................3 credits
- Image Editing
- VCT 320 ~ .................................................................3 credits
- Electronic Publishing
- VCT 410 ~ .................................................................3 credits
- Instructional Design
- VCT 420 ~ .................................................................3 credits
- Multimedia Development
- WEB 431 ~ ...............................................................3 credits
- Multimedia Development
- VCT 420 ~ .................................................................3 credits
- Multimedia Development
- WEB 431 ~ ...............................................................3 credits
- Multimedia Development
- XML

Concentration in Software Engineering
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-se.

- PRG 421 ~ .................................................................3 credits
- Java Programming II
- BSA 385 ~ .................................................................3 credits
- Intro to Software Engineering
- CSS 422 ~ .................................................................3 credits
- Software Architecture
- POS 408 ~ .................................................................3 credits
- .NET I
- POS 409 ~ .................................................................3 credits
- .NET II

Concentration in Web Development
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-wd.

- VCT 300 ~ .................................................................3 credits
- Image Editing
- WEB 401 ~ .................................................................3 credits
- Web Development
- WEB 407 ~ .................................................................3 credits
- Advanced Web Development

Additional Admission Requirements for the BSIT
All applicants are expected to meet the following admissions requirements:
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.
- Signed Hardware/Software Agreement

Degree Requirements for the BSIT
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - Students will declare a concentration at the time of enrollment.
  - Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
    Bachelor of Science in Information Technology

General Education Requirements for the BSIT
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts, 6 credits
  (A Track must include COMM 215, equivalent, or higher and COMM 218)
- (B Track must include: COM 170 and COM 172)
- Mathematics, 6 credits
  (Must include MTH 220, equivalent, or higher)
- Science & Technology, 6 credits
  (B Track must include: SCI 163)
- Must include at least three (3) credits in the physical or biological sciences
- Humanities, 6 credits
  (B Track must include: HUM 114)
- Social Science, 6 credits
  (B Track must include: PSY 211)
- Additional Liberal Arts, 6 credits
  (B Track must include COMM 218)
- Interdisciplinary Component, 18 credits
  (B Track must include: FP 120)

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**Academic Progression Requirements for the BSIT**

- Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - UOPX Prior Learning Assessment
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  - Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement.
  - Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    - Completed within five years of enrollment
    - Grade of C- or better
    - At least 2.67 semester credits
    - Eligible to receive general education credits
  - Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
  - Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
  - Demonstrate competency by meeting minimum passing score on UOPX approved placement exam

**Additional Residency Requirements and Course Waivers for the BSIT**

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

**Course Descriptions for the BSIT**

**GEN 200**

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**ENG 221**

**Information Systems Fundamentals**

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

**PRG 211**

**Algorithms and Logic for Computer Programming**

This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.

**WEB 240**

**Web Design Fundamentals**

This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

**POS 355**

**Introduction to Operating Systems**

This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

**TRA 203**

**Technical Writing Fundamentals**

This course covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.
Business Systems
This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.

BSA 375 .................................................. 3 credits

Fundamentals of Business Systems Development
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

CMGT 410 .................................................. 3 credits

Project Planning and Implementation
This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

DBM 380 .................................................. 3 credits

Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

CMGT 400 .................................................. 3 credits

Intro to Information Assurance & Security
This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.

NTC 362 .................................................. 3 credits

Fundamentals of Networking
This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.

PRG 420 .................................................. 3 credits

Java Programming I
This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

CMGT 445 .................................................. 3 credits

Application Implementation
This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COMM 215 .................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 220 .................................................. 3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.

MTH 221 .................................................. 3 credits

Discrete Math for Information Technology
Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

GEN 101 .................................................. 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access resources successfully.

GEN 102 .................................................. 3 credits

Discrete Mathematics
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations sequences, and series.

MTH 221 .................................................. 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Course Descriptions for the Concentration in Advanced Networking

Telecommunications and Networking I
This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in...
network troubleshooting.
NTC 406 ................................................................................... 3 credits

Telecommunications and Networking II
NTC 406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail with the related theory being applied to specific applications in the industry.
NTC 409 ................................................................................... 3 credits

Global Network Architecture and Design
This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.
NTC 411 ................................................................................... 3 credits

Global Network Management, Support and Security
NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed. Network security, Disaster Recovery, and Business Continuity planner is also addressed in this course.
NTC 415 ................................................................................... 3 credits

Network Integration Project
The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to-end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

Course Descriptions for the Concentration in Business Systems Analysis
BSA 400 ................................................................................... 3 credits

Business Systems Development II
This course continues the subject matter of BSA/375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.
BSA 411 ................................................................................... 3 credits

Systems Analysis Methodologies
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.
BSA 412 ................................................................................... 3 credits

Systems Analysis Tools
This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.
CMGT 411 ................................................................................... 3 credits

Project Planning Management
This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of information technology. This course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking, and controlling.
CMGT 413 ................................................................................... 3 credits

Application Acquisition and Sourcing
This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.
Course Descriptions for the Concentration in Information Management
IM 300 ................................................................................... 3 credits

Data Organization Architecture
This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305 ................................................................................... 3 credits

Data Modeling
This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.
POS 410 ................................................................................... 3 credits

SQL For Business
This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
DBM 384 ................................................................................... 3 credits

Special Purpose Databases
This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460 ................................................................................... 3 credits

Enterprise Database Management Systems
This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.
Course Descriptions for the Concentration in Information Systems Security
POS 420 ................................................................................... 3 credits

Introduction to UNIX
This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.
POS 421 ................................................................................... 3 credits

Windows Server Networking
This course is a survey of Windows Server Administration. Topics
emphasize the structure and the various applications supported by
Windows Server. The course includes remote, hands-on access to
Windows lab exercises.
CMGT 441 ................................................................. 3 credits

**Introduction to Information Systems Security Management**

This course introduces security principles and management issues
that IT professionals must consider. The course surveys current
and emerging security practices and processes as they relate to;
information systems, systems development, operating systems and
programming, database development and management, networking
and telecommunications, and the Internet.
CMGT 442 ................................................................. 3 credits

**Information Systems Risk Management**

This course identifies and defines the types of risks that informa-
tion systems professionals need to consider during the develop-
ment and implementation of computer based information systems.
This course will survey remedies and prevention techniques avail-
able to address the risk areas present. Organizational policies and
current regulatory considerations will also be examined relative to
development, implementation and use of computer based informa-
sion systems.
CMGT 430 ................................................................. 3 credits

**Enterprise Security**

This course covers the managerial and technical considerations
related to access controls, authentication, external attacks and other
risk areas facing the enterprise. This course will also survey the
techniques to prevent unauthorized computer and facility access as
well the concepts for protecting the hardware and software assets
of the enterprise.

**Course Descriptions for the Concentration in Multimedia &
Visual Communication**

VCT 300 ................................................................. 3 credits

**Image Editing**

This course is an introduction to image editing and its role in the
disciplines of web design, electronic publishing and multimedia
development. An overview is presented on file formats, composi-
tion, color, text design, retouching and manipulation of graphic
and photographic images.
VCT 320 ................................................................. 3 credits

**Electronic Publishing**

This course presents the essential role of electronic publishing in
the delivery of information to today’s businesses and consumers.
Most of the course is concerned with methods and techniques
involved in the electronic publishing of business presentations,
corporate reports, newsletters, training materials, manuals and
electronic books, but other information formats such as wikis and
blogs are also considered.
VCT 410 ................................................................. 3 credits

**Instructional Design**

This course presents principles of instructional design. An instruc-
tional design methodology is presented that includes requirements
analysis, performance objectives, performance measures, instruc-
tional strategies, storyboarding, design specifications, develop-
ment, implementation and evaluation.
VCT 420 ................................................................. 3 credits

**Multimedia Development**

This course introduces the fundamentals of developing interactive,
multimedia enriched content for delivery across alternative plat-
forms such as the Internet, CDs and handheld devices. The focus is
on the integration of animation, audio and video content to maxi-
imize communication.
WEB 431 ................................................................. 3 credits

**XML**

This course extends Web programming to include XML. An
emphasis is placed upon the appropriate use of XML as a program-
ing tool.

**Course Descriptions for the Concentration in Software Engi-
neering**

PRG 421 ................................................................. 3 credits

**Java Programming II**

This course continues the subject in PRG 420, Java Programming I.
Topics include designing complex applications and the use of date
files.
BSA 385 ................................................................. 3 credits

**Intro to Software Engineering**

This course introduces the fundamental, logical, and design con-
siderations addressed during system and application software
development. It provides a background in applications software
development and testing techniques through a combination of the-
ory and application.
CSS 422 ................................................................. 3 credits

**Software Architecture**

This course is an integrating course in business application soft-
ware engineering. Integration, migration, and maintenance of
enterprise software systems, including legacy systems, are empha-
sized.

**Course Descriptions for the Concentration in Web Develop-
ment**

VCT 300 ................................................................. 3 credits

**Image Editing**

This course is an introduction to image editing and its role in the
disciplines of web design, electronic publishing and multimedia
development. An overview is presented on file formats, composi-
tion, color, text design, retouching and manipulation of graphic
and photographic images.
WEB 401 ................................................................. 3 credits

**Web Development**

This course covers topics such as designing dynamic web pages
and an introduction to Java and Java applets. Emphasis is placed
upon the appropriate use of web programming tools.
WEB 407 ................................................................. 3 credits

**Advanced Web Development**

This course focuses on existing and emerging web development
technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.

WEB 431................................................................................... 3 credits

XML
This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

WEB 434................................................................................... 3 credits

Website Commercialization I
This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

WEB 435................................................................................... 3 credits

Website Commercialization II
This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.
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The College of Health Sciences and Nursing provides a blend of the business and management focus of health care with the clinical/delivery focus of nursing. Each academic program area will provide students with the insight and perspectives needed to support their specific career focus.

Health administration programs provide students with an opportunity to see the expansive scope and diversity of the health care industry. The associate and baccalaureate programs are designed to provide students with the foundational knowledge of management, finance, marketing, communication, health information systems and compliance and legal concepts. At the graduate level students will expand their focus to leadership, policy, quality and performance measures, economics and strategic management. Students will also have the opportunity to expand their interests in career areas such as health information systems, electronic health records, long term care, emergency management, gerontology, or sustainability.

The nursing programs are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. The nursing degree programs have a blend of theory and practice, which fosters a learning environment that allows a nurse to build a knowledge base and effectively apply what they have learned. Students develop critical thinking and problem solving skills that are essential for clinical or leadership roles needed in today’s challenging health care environment. The graduate nursing programs focus on the specialty areas of nursing administration, nursing education and family nurse practitioner.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by The Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036 - 1120, (202) 887 6791. http://www.aacn.nche.edu/accreditation/

**International Nursing Honor Society**

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Health Sciences and Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 130,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society’s members are active in more than 90 countries and territories, and the 463 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 5,000 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicrondelta.net.

**Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)**

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

Substance abuse means:
- the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
- a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
- to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
- to submit to any “for cause” drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
- to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

The College of Health Sciences and Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student's behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:
- The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
- The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
- The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.

If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
- A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
- The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.
- If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
  - The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
    - the drug level is within prescribed limits.
    - the level does not indicate abuse.
    - the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

- The failure of a student to provide the above statement or a health care provider's inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.
- Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing, where required by the applicable State Board(s) of Nursing's statute(s) or regulation(s).
- Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.
- All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.
- University of Phoenix, College of Health Sciences and Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.
The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at the University of Phoenix, depending 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 the Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena.

Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum, healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

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

**BSHA Foundation Courses**

- GEN 200: Foundations for General Education and Professional Success (3 credits)
- HCS 212: Health Care Vocabulary (3 credits)
- HCS 235: Health Care Delivery in the U.S. (3 credits)
- HCS 245: Introduction to Health and Disease (3 credits)

**BSHA Required Course of Study**

- HCS 320: Health Care Communication Strategies (3 credits)
- HCS 325: Health Care Management (3 credits)
- HCS 335: Health Care Ethics and Social Responsibility (3 credits)
- HCS 341: Human Resources in Health Care (3 credits)
- HCS 483: Health Care Information Systems (3 credits)
- HCS 490: Health Care Consumer - Trends and Marketing (3 credits)
- HCS 405: Health Care Financial Accounting (3 credits)
- HCS 440: Economics: The Financing of Health Care (3 credits)
- HCS 465: Health Care Research Utilization (3 credits)
- HCS 451: Health Care Quality Management and Outcome Analysis (3 credits)
- HCS 430: Health Care Policy: The Past and the Future (3 credits)
- HCS 457: Facility Planning (3 credits)
- HCS 449: Health Administration Capstone (3 credits)

**Concentration in Health Management**

- EMC 310: Principles of Emergency Management (3 credits)
- EMC 330: Emergency Services and the Community (3 credits)
- EMC 350: Managing Emergency Response Operations (3 credits)
- EMC 340: Emergency Preparedness and Planning (3 credits)
- HCS 449: Health Administration Capstone (3 credits)

**Concentration in Emergency Management**

This concentration is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

Courses will focus on aging, legal issues and perspectives, gerontology programs and services, as well as alternative living environments for this population.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-his.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-ltc.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare a concentration at the time of enrollment.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Bachelor of Science in Health Administration

General Education Requirements for the BSHA

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

- Communication Arts, 6 credits
- Mathematics, 6 credits
- Science & Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

- Humanities, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 6 credits
- Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Additional Academic Progression Requirements for the BSHA

- Applicants to this program will be required to follow the university’s First-Year Sequence policies. Students required to enter the First-Year Sequence will complete GEN 195 as the first course in their program. Students not required to enter the First-Year Sequence will complete GEN 200 as the first course in their program.
- With the exception of course requirements outlined in the First-Year Sequence policies, General Education and Elective course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited transfer coursework (C- or higher grade),
  - UOPX Prior Learning Assessment
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English proficiency prior to enrolling in any course that requires math or English as a prerequisite. A student may not enroll in a course requiring math and/or English as a prerequisite unless the proficiency requirement has been fulfilled. Math and English proficiencies may be satisfied in one of the following ways:
  • Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
  • Comparable regionally or approved nationally accredited transfer coursework that meets the following requirements:
    • Completed within five years of enrollment
    • Grade of C- or better
    • At least 2.67 semester credits
    • Eligible to receive general education credits
  • Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within five years of enrollment
  • Students in the state of Florida who have passed the CLAST or FTCE-GK exam will have satisfied English proficiency
  • Demonstrate competency by meeting minimum passing score on UOPX approved placement exam

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 18 upper division credits and 9 lower division credits from their required course of study.

The following courses in the required course of study may not be waivered: GEN 200, HCS 449

Course Descriptions for the BSHA

GEN 200 ................................................................................... 3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

HCS 212 ................................................................................... 3 credits

Health Care Vocabulary

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

HCS 225 ................................................................................... 3 credits

Health Care Delivery in the U.S.

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245 ................................................................................... 3 credits

Introduction to Health and Disease

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 320 ................................................................................... 3 credits

Health Care Communication Strategies

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

HCS 325 ................................................................................... 3 credits

Health Care Management

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 335 ................................................................................... 3 credits

Health Care Ethics and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 341 ................................................................................... 3 credits

Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 483 ................................................................................... 3 credits

Health Care Information Systems

This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 ................................................................................... 3 credits

Health Care Consumer - Trends and Marketing

In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCS 405 ................................................................. 3 credits

Health Care Financial Accounting

This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440 ................................................................. 3 credits

Economics: The Financing of Health Care

This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system's use of grant funding and research dollars is described.

HCS 465 ................................................................. 3 credits

Health Care Research Utilization

This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 451 ................................................................. 3 credits

Health Care Quality Management and Outcomes Analysis

This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 .............................................................. 3 credits

Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ................................................................. 3 credits

Skills for Lifelong Learning

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................. 3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Course Descriptions for the Concentration in Health Management

HCS 457 ................................................................. 3 credits

Public and Community Health

This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 ................................................................. 3 credits

Legal Issues in Health Care: Regulation and Compliance

This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 446 ................................................................. 3 credits

Facility Planning

This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.

HCS 449 ................................................................. 3 credits

Health Administration Capstone

Students in this course summarize their learning and formulate
strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**Course Descriptions for the Concentration in Emergency Management**

**EMC 310** ................................................................................... 3 credits  
**Principles of Emergency Management**

This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

**EMC 330** ................................................................................... 3 credits  
**Political and Policy issues for Emergency Management**

This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

**EMC 340** ................................................................................... 3 credits  
**Emergency Services and the Community**

This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

**EMC 350** ................................................................................... 3 credits  
**Managing Emergency Response Operations**

This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.

**EMC 320** ................................................................................... 3 credits  
**Emergency Preparedness and Planning**

This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

**HCS 449** ................................................................................... 3 credits  
**Health Administration Capstone**

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**Course Descriptions for the Concentration in Long Term Care**

**HCS 433** ................................................................................... 3 credits  
**Dimensions of Health and the Older Adult**

Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

**LTC 310** ................................................................................... 3 credits  
**Social and Community Related Programs and Services**

This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

**HCS 437** ................................................................................... 3 credits  
**Long-term Care Administration**

This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long term care.

**LTC 315** ................................................................................... 3 credits  
**Alternative Living Environments**

This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

**LTC 328** ................................................................................... 3 credits  
**Legal Perspectives in Aging**

This course will look at the diverse legal issues related to today's older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

**HCS 449** ................................................................................... 3 credits  
**Health Administration Capstone**

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**Course Descriptions for the Concentration in Health Information Systems**

**HCIS 410** ................................................................................... 3 credits  
**Project Planning and Implementation in Health Care**

This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course
uses real-world examples to support and expand a student’s skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

**DBM 381** ................................................................. 3 credits

**Database Concepts**

This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

**NCT 361** ................................................................. 3 credits

**Network and Telecommunications Concepts**

This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.

**BSA 376** ................................................................. 3 credits

**Systems Analysis and Design**

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

**HCS 420** ................................................................. 3 credits

**Information Systems Risk Management in Health Care**

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

**HCS 449** ................................................................. 3 credits

**Health Administration Capstone**

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**Bachelor of Science in Nursing**

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission on Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems. The Bachelor of Science in Nursing degree program has a 41-credit required course of study and a 6-credit elective requirement. The required course of study includes a capstone course that synthesizes baccalaureate outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for degree completion. * For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036; (202)887-6791.

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/bsn.

**Required Course of Study for the BSN**

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

**HCS 301** ................................................................. 2 credits

**Undergraduate Nursing Studies**

**NUR 391** ~ ............................................................. 3 credits

**Professional Nursing Practice**

**HCS 350** ~ ............................................................. 3 credits

**Health Care Communication**

**NUR 403** ~ ............................................................. 3 credits

**Theories and Models of Nursing Practice**

**NUR 427** ~ ............................................................. 3 credits

**Health and Chronic Disease Management**

**NUR 440** ~ ............................................................. 3 credits

**Health Assessment and Promotion for Vulnerable Population**

**HCS 438** ~ ............................................................. 3 credits

**Statistical Applications**

**NUR 443** ~ ............................................................. 3 credits

**Evidence-Based Nursing Research and Practice**

**NUR 405** ~ ............................................................. 4 credits

**Health Communities: Theory and Practice (50 Clinical hours)**

**NUR 408** ~ ............................................................. 4 credits

**Epidemiology: Global and Public Health (50 Clinical hours)**

**HCS 478** ~ ............................................................. 3 credits

**Health Law and Ethics**

**HCS 482** ~ ............................................................. 3 credits

**Health Care Informatics**

**NUR 492** ~ ............................................................. 4 credits

**Senior Practicum: Leadership and Management**

The University reserves the right to modify the required course of study. All grades of “F” or grades not meeting minimum specific course grade requirements must be repeated.
Additional Admission Requirements for the BSN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Current employment is not a requirement for admission.
- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in this program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -BSN-I. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the BSN practicum or contact an Online College representative.
- Completion of a nursing diploma earned from a recognized school of nursing in the United States; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following:
  - A minimum of 47 upper division credits.
  - A maximum of 73 lower division credits
  - A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Additional Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take HCS 301 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
- All undergraduate students must satisfy math and English proficiencies prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.
- A clinical course may not be taken concurrently with any other course.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the BSN

Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of “C” in any of the specified courses will be scholastically disqualified from the University. (“C-” is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 420, NUR 440, NUR 443, NUR 492

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive a “C” or better on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or 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 “C” (2.0) or better.
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following required courses may not be waived: NUR 391, NUR 492

**General Education Requirements for the BSN**

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Component, 18 credits

*Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.*

Credits that will apply: 5 (of the 30) additional Nursing transfer credits of licensure

Physical Education activity credits are limited to four (4) credits.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Additional Academic Program Re-Entry Policies for the BSN**

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

**Course Descriptions for the BSN**

**HCS 301** ................................................................. 2 credits

**Undergraduate Nursing Studies**

The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.

NUR 391 ........................................................................... 3 credits

**Professional Nursing Practice**

This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

HCS 350 ........................................................................... 3 credits

**Health Care Communication**

This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

NUR 403 ........................................................................... 3 credits

**Theories and Models of Nursing Practice**

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson's Theory of Human Caring.

NUR 427 ........................................................................... 3 credits

**Health and Chronic Disease Management**

This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary and alternative therapies, and community resources.

NUR 440 ........................................................................... 3 credits

**Health Assessment and Promotion for Vulnerable Population**

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

HCS 438 ........................................................................... 3 credits

**Statistical Applications**

The emphasis in this statistical applications course is on thinking
about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

NUR 443 ................................................................. 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 405 ................................................................. 4 credits

Health Communities: Theory and Practice
This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored through concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 ................................................................. 4 credits

Epidemiology: Global and Public Health
Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

HCS 478 ................................................................. 3 credits

Health Law and Ethics
The legal and ethical aspects of the nurse’s role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482 ................................................................. 3 credits

Health Care Informatics
This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

NUR 492 ................................................................. 4 credits

Senior Practicum: Leadership and Management
This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.

Bachelor of Science in Nursing Partner (California)
The following Bachelor of Science in Nursing Partner (BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE), is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to client outcomes and health care systems.

* For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036; (202)887-6791.

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/bsn.

Preferred Sequence and Prerequisites for the BSN
The courses below make up the Required Course of Study for the BSN program and must be completed at University of Phoenix. Since this is a Pathway Partnership program, course requirements may be satisfied three different ways. As outlined below, some courses may be completed by the student in a Non-Degree status prior to admission to the program. Other courses may be waived using transfer coursework from the partnering institution. The remaining courses will be completed at University of Phoenix following admission to the BSN program.

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

The following courses will be taken at University of Phoenix:

- HSN 302 ................................................................. 3 credits
- Undergraduate Nursing Studies
- NSG 391 ~ ................................................................. 3 credits
- Professional Nursing Practice
- NUR 440CC ~ ................................................................. 3 credits
- Health Assessment and Promotion for Vulnerable Populations
- Upper Division Non-Nursing Elective ............................ 6 credits
- NUR 443CC ~ ................................................................. 3 credits
- Evidence-Based Nursing Research and Practice
- NUR 405CC ~ ................................................................. 4 credits
- Health Law and Ethics
- NUR 408CC ~ ................................................................. 4 credits
- Epidemiology: Global and Public Health
- NUR 492CC ~ ................................................................. 4 credits
- Senior Practicum: Leadership and Management
The following courses will be waived with coursework from the partner institution:
- HCS 350: Health Care Communication - 3 credits
- HCS 438: Statistical Applications - 3 credits
- HCS 478: Health Law and Ethics - 3 credits
- HCS 482: Health Care Informatics - 3 credits
- NUR 403: Theories and Models of Nursing Practice - 3 credits
- NUR 427: Health and Chronic Disease Management - 3 credits
- HCS 438: Health Law and Ethics - 3 credits
- HCS 350: Health Care Communication - 3 credits

Additional Academic Progression Requirements for the BSN
- A minimum of 30 upper division credits.
- A maximum of 90 lower division credits.
- A minimum of 46 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Additional Admission Requirements for the BSN
- All applicants are expected to meet the following admissions requirements:
  - High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
  - Current employment is not a requirement for admission.
  - Signed Program Eligibility Form from Partner Institution indicating student has completed an appropriate Associate program for transfer and is eligible to take the NCLEX-RN exam.
  - Completion of an associate degree in nursing from an approved RN-BSN transfer partner institution.
  - Signed Criminal Background Check Disclosure
  - Signed Acknowledgement of Criminal Violation Prohibition for Placement and Licensure
  - Signed FERPA Release/Drug Test or Failure to Test Results
  - Students must complete HSN 302, NSG 391 and NUR 440CC prior to admission with a C or better.

Candidacy Status for the BSN
- The College of Nursing 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.
- All Level 2 Candidate Status requirements must be completed and posted to the student’s academic record prior to starting NUR/405CC. Review for Level 2 Candidacy will be based on the following items:
  - Documentation of a valid, unrestricted, unencumbered RN license.
  - Completion of all general education credits.

Degree Requirements for the BSN
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits.
  - A minimum of 46 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - The diploma awarded for this program will read as: Bachelor of Science in Nursing

Additional Academic Progression Requirements for the BSN
- All students enrolling in the BSN Partner program will take NUR 443CC as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further program courses.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that give rise to reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN
- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” in any of the following courses will be scholastically disqualified from the University. These courses include: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean. Students may repeat the above courses only one time. If the student does not receive a “C” or better on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN
- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 18 credits from their required course of study using their associates degree in nursing from an approved partner institution. The following courses will be waived with coursework from the partner institution: HCS 350, NUR 403, NUR 427, HCS 438, HCS 478, and HCS 482. Students in this program are not eligible to waive any additional courses from the required course of study.
- The following courses in the Required Course of Study may not be waived or satisfied with transfer coursework: HSN 302, NSG 391, NUR 405CC, NUR 408CC, NUR 440CC, NUR 443CC, NUR 492CC, Upper Division Non-Nursing Elective.

General Education Requirements for the BSN
- Additional admission requirements:
  - Completion of at least 120 credits that include the following distribution:
    - General Education: Lower Division Nursing Elective: 24 credits
    - General Education: Upper Division: 84 credits
    - General Education: University electives: 12 credits
- Additional academic progression requirements:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits.
  - A minimum of 46 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - The diploma awarded for this program will read as: Bachelor of Science in Nursing

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- Additional admission requirements:
  - Completion of at least 120 credits that include the following distribution:
    - General Education: Lower Division Nursing Elective: 24 credits
    - General Education: Upper Division: 84 credits
    - General Education: University electives: 12 credits
- Additional academic progression requirements:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits.
  - A minimum of 46 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - The diploma awarded for this program will read as: Bachelor of Science in Nursing

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- Additional admission requirements:
  - Completion of at least 120 credits that include the following distribution:
    - General Education: Lower Division Nursing Elective: 24 credits
    - General Education: Upper Division: 84 credits
    - General Education: University electives: 12 credits
- Additional academic progression requirements:
  - A minimum of 30 upper division credits.
  - A maximum of 90 lower division credits.
  - A minimum of 46 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - The diploma awarded for this program will read as: Bachelor of Science in Nursing
A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Must include COMM 215, equivalent or higher.
Must include an oral communication course and a written communication course.

Mathematics, 6 credits
Must include MTH 209, equivalent or higher
Must include a statistics course

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits
Must include an introduction to psychology and an introduction to sociology course

Additional Liberal Arts, 3 credits
Interdisciplinary Component, 9 credits
Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study and credits that apply to other areas of general education or the nursing Required Course of Study.

Student who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Course Descriptions for the BSN

HSN 302 ................................................................................... 3 credits

Undergraduate Nursing Studies

This course is designed to aid learners in critical thinking, teamwork, basic research, and oral and written communication skills. Students will develop strategies for achieving educational goals in the undergraduate nursing program as well as in professional development. Students will be introduced to University of Phoenix resources, including the Online Learning System, Centers for Math and Writing Excellence, and University Library. This course will include an orientation to the partnering educational institution.

NSG 391 ................................................................................... 3 credits

Professional Nursing Practice

This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

NUR 440CC ............................................................................. 3 credits

Health Assessment and Promotion for Vulnerable Populations

This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

NUR 443CC ............................................................................. 3 credits

Evidence-Based Nursing Research and Practice

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 405CC ............................................................................. 4 credits

Health Communities: Theory and Practice

This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored through concepts of health promotion and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408CC ............................................................................. 4 credits

Epidemiology: Global and Public Health

Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

NUR 492CC ............................................................................. 4 credits

Senior Practicum: Leadership and Management

This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.

HCS 350 ............................................................................. 3 credits

Health Care Communication

This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

HCS 438 ............................................................................. 3 credits

Statistical Applications

The emphasis in this statistical applications course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

HCS 478 ............................................................................. 3 credits

Health Law and Ethics

The legal and ethical aspects of the nurse’s role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, clinical, and health care providers.

HCS 482 ............................................................................. 3 credits

Health Care Informatics

This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family,
programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Phoenix campus locations: Sacramento Valley. The availability of programs/p-vn-bsn.

The following Licensed Practical Nurse to Bachelor of Science in Nursing (LPN/LVN to BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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. 

The Bachelors of Science in Nursing program has a special sequence for the Practical Nurse/Vocational Nurse to achieve the BSN degree. This program builds on the basic education, skills, and experience of the vocational nurse transitioning to the professional nursing role. Curriculum builds upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. Program content will focus on role transition, advanced clinical skills, evidence-based practice, and critical thinking. Graduates of the program will be eligible to apply to take the National Council Licensure Examination for Registered Nurses. To practice as an RN in California, you must meet educational requirements, pass the National Council Licensure Examination for Registered Nurses, pass a criminal background check, and be licensed by the California State Board of Registered Nursing (BRN).

The University of Phoenix, Division of Nursing is committed to the advancement of nurses through the development of nurse leaders. Program objectives focus on leadership, advocacy, professionalism, collaboration, incorporation of caring, and reflective clinical/teaching practice. The acquisition of these objectives is essential to the practice of nursing.

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/p-vn-bsn.

**Required Course of Study for the LPN/LVN to BSN**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NSG 300</td>
<td>Introduction to College of Nursing</td>
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<td>NSG 400</td>
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<td>NSG 340</td>
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<td>MTH 209</td>
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<tr>
<td>NSG 410</td>
<td>Psychiatric and Mental Health Nursing</td>
</tr>
<tr>
<td>APB 002</td>
<td>Psychiatric and Mental Health Nursing</td>
</tr>
</tbody>
</table>

The following Licensed Practical Nurse to Bachelor of Science in Nursing (LPN/LVN to BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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. 

**Theories and Models of Nursing Practice**

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson's Theory of Human Caring.

NUR 427 | 3 credits

**Health and Chronic Disease Management**

This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary and alternative therapies, and community resources.

COMM 215 | 3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 209 | 3 credits

**College Mathematics II**

This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.

**Licensed Practical Nurse/Licensed Vocational Nurse to Bachelor of Science in Nursing**

The following Licensed Practical Nurse to Bachelor of Science in Nursing (LPN/LVN to BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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. 

The University of Phoenix, Division of Nursing is committed to the advancement of nurses through the development of nurse leaders. Program objectives focus on leadership, advocacy, professionalism, collaboration, incorporation of caring, and reflective clinical/teaching practice. The acquisition of these objectives is essential to the practice of nursing.

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/p-vn-bsn.
Nursing Leadership and Management  
NSG 480 ................................................................. 4 credits

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

Additional Admission Requirements for the LPN/LVN to BSN  
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Demonstrate a LPN/LVN post high school certificate or diploma from a regionally or nationally accredited college/university or equivalent or completion of a licensed practical/vocational nursing program.
- Effective for new students with enrollment agreements executed 10/1/2013 or thereafter, applicants must provide an official copy of the TEAS V (Test of Essential Academic Skills) assessment, reflecting a proficient level of achievement for the overall score and in science on the same exam. Students who fail to achieve a proficiency level of achievement may complete the TEAS V assessment a maximum of three times in one year and must wait a minimum of three months between each exam attempt. Acceptable assessment results will meet the following criteria:
  - A score of 45.8 for Science
  - A score of 58.7 overall
  - Assessment scores must have been earned within one year from current program enrollment agreement sign date.
- Current employment and work experience are not required.
- Applicants must have verification of a valid, unrestricted, unencumbered LPN/LVN license from the United States in all states in which the applicant holds an active LPN/LVN license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.
- A signed LPN/LVN to BSN Progression Requirements form
- A signed Professional Non-Academic Requirement form.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

California 30-Credit Option  
Students who wish to enroll in the LVN30 Unit option program must declare this intention at time of enrollment. Students may enter the program if space is available. This student will not earn a BSN degree. The 30-unit option requires the following course sequence:

- NSCI 280 ................................................................. 4 credits  
  - Anatomy and Physiology I
  - Anatomy and Physiology II
- SCI 250 ................................................................. 4 credits  
  - Microbiology
- NSG 300 ................................................................. 3 credits  
  - Introduction to College of Nursing
- NSG 320 ................................................................. 3 credits  

Professional Nursing Role  
NSG 400 ................................................................. 3 credits  

Theoretical Basis for Nursing Practice  
NSG 345 ................................................................. 5 credits

Medical/Surgical Nursing II: Complex and Geriatrics  
NSG 480 ................................................................. 4 credits  

Nursing Synthesis  

Candidacy Status for the LPN/LVN to BSN  
The College of Health Sciences and Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidacy 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.
- All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting NSG 300. Review for Level 2 Candidacy will be based on the following items:
  - Successful completion of all general education, elective and interdisciplinary courses.
  - Completion of the assessment inventory.
  - Verification of a valid, unrestricted, unencumbered LPN/LVN license from the United States.
  - A minimum grade of “B” (3.0) for the required 18 credits of Natural/Physical Sciences: NSCI 280 - Anatomy and Physiology I, NSCI 281 - Anatomy and Physiology II, SCI 250 - Microbiology, HCS 436 - Pathophysiology, and SCI 220 - Human Nutrition.
- Overall program GPA of 2.5.

Degree Completion Requirements for the LPN/LVN to BSN  
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 of the 120 credits must be in the general education areas approved by the University.
  - A minimum of 63 upper division credits.
  - A maximum of 57 lower division credits
  - A minimum grade point average (GPA) of 2.5.
- All students must complete the minimum number of credits required by their degree program.
- Students will need to pass Nursing capstone course NSG 480 in order to be eligible for degree completion.
- The University of Phoenix offers Assessment of Prior Learning as an option by which students can earn assessed credits toward degree completion requirements. Nurses, enrolled in the LPN/LVN to BSN program, whose nursing education was completed at a non-US institution, or a non-regionally accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as follows: Bachelor of Science in Nursing

Additional Academic Progression Requirements for the LPN/LVN to BSN  
- Students enrolling in this program must complete GEN 200 as the first course.
• Students in this program are limited to a maximum of two attempts to complete all nursing required course of study courses with a passing grade. A withdrawal from a course resulting in a WF grade will be counted as an attempt.

• Students will need to adhere to the Predictor Testing plan as outlined in the Student Handbook.

• Student may be required to complete agency drug testing or fingerprint testing as required by the agency for clinical placement as described in the student handbook.

• Students will be responsible for using an electronic documentation system for class requirements.

• Required Course of Study builds on requisite skills and reinforces learning. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others. Specific courses may have additional prerequisites that need to be satisfied prior to enrollment. The chart entitled, Required Course Sequence and Prerequisite System, identifies additional course requirements.

• All students must have the following documentation current and in effect prior to entering NSG 320 and throughout the remainder of the Required Course of Study. Documentation of current medical information must include, but is not limited to, the following:
  - Hepatitis B Immunization or signed OSHA/University of Phoenix declination form.
  - Negative TB skin test or University of Phoenix TB symptom survey questionnaire.
  - Immunization against measles and Rubella (MMR/MR).
  - Current Basic Cardiac Life Support Certification Level C.
  - Verification of background check to comply with the state statutes and recommendations. The verification of the background check must be completed prior to enrolling in NSG 320.

Minimum Grade Requirements for the LPN/LVN to BSN

• Students in this program will be placed on scholastic disqualification if a minimum grade of “C” (2.0) is not attained in all nursing required course of study classes.

• Students who have been scholastically disqualified will not be allowed to continue in the degree program until they have fulfilled a prescribed remediation plan which will be developed by the faculty, student, and College Campus Chair. Students will be allowed to retake general education courses. Students are allowed one attempt to repeat only one (1) nursing course in the required course of study. If a passing grade is not earned or if the student withdraws from the course and receives a WF grade, the student will be scholastically suspended, permanently withdrawn from this program. The student will not be permitted to continue in the program unless an additional attempt is approved by the College of Health Sciences and Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification or in which a WF Grade was earned one time.

Residency Requirements and Course Waivers for the LPN/LVN to BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 57 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order for a course waiver request to be reviewed by the Student Appeals Center (SAC) 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 three (3) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be submitted with the Student Appeals Center (SAC) package.

In order to waive a course in the Liberal Arts categories, with the exception of Natural/Physical Sciences, the course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better. In order to waive a course in the Natural/Physical Sciences category, the course must have been completed within the past three (3) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

The following required courses may not be waived: NSG 300, NSG 480.

NTP scores may be applied to all Liberal Arts categories with the exception of the Natural/Physical Sciences category due to the minimum grade requirement placed in NSCI 280, NSCI 281, SCI 250, HCS 436 and SCI 220.

General Education Requirements for the LPN/LVN to BSN

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Students must take (2) 3 credit courses in written and oral communication. Approved content is COMM 110 Introduction to Oral Communication and COMM 215 Essentials of College Writing or their content equivalent.

Mathematics, 6 credits

Natural/Physical Sciences, 18 credits

(Must include NSCI 280 - Anatomy and Physiology I, NSCI 281 - Anatomy and Physiology II, SCI 250 - Microbiology, HCS 436 - Pathophysiology and SCI 220 - Human Nutrition)

(Students in this program are required to achieve a minimum grade of “B” (3.0) in NSCI 280, NSCI 281, SCI 250, HCS 436, SCI 220)

Humanities, 6 credits

Must include PHL 251 or equivalent content

Social Science, 9 credits

Students must take (1) 3 credit course in general introduction to psychology. Approved content is PSY 103 Introduction to Psychology or its content equivalent.

Students must take (1) 3 credit course in societal, cultural relationships or teamwork. Approved content is SOC 262 Contemporary American Society, SOC 110 Teamwork, Collaboration, and Conflict Resolution, or
SOC 315 Cultural Diversity or their content equivalent.
Student must take (1) 3 credit course in Human Growth and Development. Approved content is PSY 280 Human Growth & Development or its content equivalent.

Interdisciplinary Component, 9 credits
Nursing credits from LPN/LVN program can not be applied to any general education category.

Additional Academic Program Re-entry Policies for the LPN/LVN to BSN
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Reentry students who have completed required nursing and general education coursework, and have been out of the program over a year, may be required to repeat the specified nursing coursework.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Course Descriptions for the LPN/LVN to BSN
NSG 300 ................................................................................... 3 credits

Introduction to College of Nursing
This introductory course to Division of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN® Examination.

NSG 320 ................................................................................... 3 credits

Professional Nursing Role
This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner’s Theory of novice to expert and the role of the generalist will be explored.

NSG 400 ................................................................................... 3 credits

Theoretical Basis for Nursing Practice
This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson’s Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.

HSN 300 ................................................................................... 4 credits

Pharmacology I
This course examines the registered nurse’s role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.

HSN 310 ................................................................................... 4 credits

Pharmacology II
This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutic of medications. The course emphasizes evidence-based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.

NSG 330 ................................................................................... 4 credits

Course Descriptions Related to Physical Assessment
This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member.

This course includes 30 clinical hours and 8 lab hours.

NSG 340 ................................................................................... 5 credits

Medical/Surgical Nursing I: Acute
This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson’s Theory of Human Caring is addressed. Watson’s Theory will be used by the student to apply critical thinking pathways to individual health problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.

APB 001 ................................................................................... 0 credits

Assessment Period
This is assessment break period 001.

NSG 450 ................................................................................... 3 credits

Epidemiology and Global Health
Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public
health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.

NSG 410 ................................................................. 3 credits

Psychiatric and Mental Health Nursing
The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson’s Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.

APB 002 ................................................................. 0 credits

Assessment Period
This is assessment break period 002.

NSG 430 ........................................................................ 4 credits

Evidence-based Practice and Information Technology in Health Care
Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.

NSG 435 ........................................................................ 4 credits

Maternal – Child Nursing
This course focuses on the use of Watson’s Theory of Human Caring in the care of the maternal-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.

APB 003 ................................................................. 0 credits

Assessment Period
This is assessment break period 003.

NSG 420 ........................................................................ 3 credits

Community and Family Nursing
This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson’s Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.

NSG 440 ........................................................................ 4 credits

Pediatric Nursing
This course focuses on the utilization of Watson’s Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.

APB 004 ................................................................. 0 credits

Assessment Period
This is assessment break period 004.

NSG 410 ................................................................. 3 credits

Medical/Surgical Nursing II: Complex and Geriatrics
This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.

APB 005 ................................................................. 0 credits

Assessment Period
This is assessment break period 005.

NSG 470 ................................................................. 4 credits

Nursing Leadership and Management
This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.

NSG 480 ........................................................................ 4 credits

Nursing Synthesis
This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.

NSCI 280 ........................................................................ 4 credits

Anatomy and Physiology I
Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical thinking application exercises.

NSCI 281 ........................................................................ 4 credits

Anatomy and Physiology II
Anatomy and Physiology II is the second in a two course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion includes the application of nutrition, fluid, electrolyte and acid base balance, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires stu-
students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

SCI 250 ................................................................. 4 credits

Microbiology
This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity, and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply

COMM 110 ............................................................ 3 credits

Introduction to Oral Communication
This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques. Communication Arts

COMM 215 ............................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

HCS 436 .............................................................. 3 credits

Pathophysiology
This course presents an introduction to human pathophysiology. Emphasis will be placed on the explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.

SCI 220 ................................................................. 3 credits

Human Nutrition
This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students’ lives is emphasized.

PHL 251 .............................................................. 3 credits

Critical Thinking
This five-week course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of business communication.

PSY 103 .............................................................. 3 credits

Introduction to Psychology
This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.

SOC 110 ............................................................ 3 credits

Teamwork, Collaboration, and Conflict Resolution
This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.

SOC 262 ............................................................ 3 credits

Contemporary American Society
Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOC 315 ............................................................ 3 credits

Human Growth and Development
This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.

GEN 200 ............................................................ 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.
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The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to “impact student learning one educator at a time.” Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:

- 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 69 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.
- 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:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
  - A signed Enrollment/Disclosure Agreement.
  - Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) to be officially admitted (AM).
  - 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.
  - Completion of any state-specific required documents or forms.
  - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
  - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
### Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BLS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency. State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience. In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST, CSET, & RICA examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

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/bls](http://www.phoenix.edu/programs/bls).

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

<table>
<thead>
<tr>
<th>Program Category Requirements and Course Selections</th>
<th>Orientation, 0 total credits</th>
<th>Introductory Course, 3 total credits</th>
<th>Foundations of Education, 3 total credits</th>
<th>Education Models &amp; Theories, 6 total credits</th>
<th>Human Development, 3 total credits</th>
<th>Reading, 3 total credits</th>
<th>Special Populations, 6 total credits</th>
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<tbody>
<tr>
<td>EDU 300CA ................................................................................................. 0 credits</td>
<td>EDU 311CA ................................................................................................. 3 credits</td>
<td>EDU 301CA ................................................................................................. 3 credits</td>
<td>EDU 311CA ~ ................................................................................................. 3 credits</td>
<td>EDU 305CA ................................................................................................. 3 credits</td>
<td>EDU 420CA ................................................................................................. 3 credits</td>
<td>SPE 300CA ................................................................................................. 3 credits</td>
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<tr>
<td>Orientation to Teacher Education</td>
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<td>Foundations of Education</td>
<td>Models and Theories of Instruction</td>
<td>Classroom Management</td>
<td>Child Development</td>
<td>Elementary Methods: Reading and Language Arts</td>
<td>Element</td>
</tr>
</tbody>
</table>
The candidate provides evidence of registration for the next scheduled examination.

The candidate provides evidence of having completed a Commission approved subject matter preparation program.

The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

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

Degree Completion Requirements for the BSLS

- Completion of a minimum of 121 credits that include the following distribution:
  - A minimum of 43 upper division credits.
  - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
  - Satisfactory completion of CalTPA 1-4.
  - Satisfactory completion of student teaching.
  - Complete courses within the sequence specified by course prerequisite requirements.
  - Meet state requirements as set forth by state of residency to receive state endorsement.
  - Complete Field Experience Observation Record (100 hours).
  - All students must complete the minimum number of credits required by their degree program.
  - The diploma awarded for this program will read as follows: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:

- Verification of content knowledge mastery prior to student teaching (CSET content exam)
- Verification of Disposition Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
- Passing score on Teaching Performance Assessment CalTPA 1: Subject-Specific Pedagogy
- Passing score on Teaching Performance Assessment CalTPA 2: Designing Instruction
- Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
- Verification of the completion of 100 hours of field experience.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All students must complete GEN 200 and BSLS 101CA as the first two courses at the University.
- BSLS students are not required to enroll in the First-Year Sequence.

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

A candidate must earn a grade of "B" (Grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: HUM 375CA, PHIL 310CA

A candidate must earn a grade of "C" (Grades of "I" and "C-" are not accepted) or better in the following course: HIS 110CA

Minimum Grade Requirements for the BSLS

- A candidate must earn a grade of "B" (Grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EED 498CA, EED 499CA
- Candidates must earn a "B" or better in Elementary Student Teaching I & II 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 BSLS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

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 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 "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 498CA, EED 499CA, GEN 200

**General Education Requirements for the BSLS**

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

**BSLS Orientation, 0 credits**

*Must include: BSLS 101CA, Orientation to Liberal Studies in Education*

**English/Language Arts, 21 credits**

*Must include the following:

- 6 credits in Writing (RDG 201CA)
- 3 credits in Communication
- 3 credits in Linguistics
- 3 credits in American Literature
- 3 credits in Reading

**Mathematics, 12 credits**

*Must include: MTH 213CA and MTH 214CA*

**Physical/Biological Science, 12 credits**

*Physical/Biological Science, 12 credits*

*Must include the following:*

- 3 credits in Physics
- 3 credits in Biology
- 3 credits in Chemistry
- 3 credits in Earth Science
  
  *(must include two lab sciences)*

**Social Studies, 15 credits**

*Must include the following:*

- 6 credits in World History
- 3 credits in CA History (HIS 305CA)
- 6 credits in U.S. History (HIS 110CA)

**Humanities, 6 credits**

*Must include: ARTS 100CA, ARTS 230CA, and ARTS 340CA*

**Health/Physical Education, 6 credits**

*Must include the following:*

- 3 credits in Health/PE (HPE 270)

**3 credits in Human Nutrition**

Coursework which was completed at 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 approved national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, 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 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).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student’s degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc.) and must be completed at University of Phoenix: HUM 375CA, PHL 310CA

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

**Field Experience for BSLS**

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 grade eight. 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 be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement.

**Student Teaching for the BSLS**

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.

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.

- Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.

- Candidates must earn a "B" or better in Student Teaching Seminar I and II. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.

- 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.

- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

- Student teaching can only be repeated one time.
• Candidates that do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
• 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 Teaching Performance Assessment.

Additional Academic Program Re-entry Policy for the BSLS
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS
• 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 provide verification of U.S. Constitution coursework (with a grade of “C” or better), or exam as required by the state certification agency.
• Candidates must provide proof of certification in cardio pulmonary resuscitation (CPR).
• Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy
• Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

• Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
• Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.
• Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts
• Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

Course Descriptions for the BSLS
EDU 300CA ............................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

GEN 200................................................................................... 3 credits

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 301CA ............................................................................. 3 credits

Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 311CA ............................................................................. 3 credits

Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that
promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321CA ..............................................................................3 credits

**Elementary Methods: Social Science and Fine Arts**

This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials, and resources, and appropriate assessment strategies.

EDU 305CA ..............................................................................3 credits

**Elementary Student Teaching, Seminar I**

This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

EDU 401CA .................................................................1 credit

**Elementary Student Teaching, Seminar II**

This course will focus on the second task of California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills, and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

EDU 402CA .................................................................1 credit

**Elementary Methods: Mathematics and Science**

This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials, and resources, and appropriate assessment strategies.

EDU 438CA .................................................................3 credits

**Instruction and Assessment of English Language Learners (ELLs)**

This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multicultural curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

EDU 436CA .................................................................3 credits

**Subject Specific Pedagogy**

This course addresses California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills, and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

BSLS 101CA ...............................................................0 credits
Orientation to Liberal Studies in Education
This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program’s progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.

RDG 201CA ................................................................. 3 credits

Reading and Writing Concepts
This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.

MTH 213CA ............................................................... 3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations, and algebraic reasoning and problem solving.

MTH 214CA ............................................................... 3 credits

Mathematics for Elementary Educators II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.

HIS 110CA ................................................................. 3 credits

U.S. History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period. This course includes philosophies of the Articles of Confederation and the U.S. Constitution.

HIS 305CA ................................................................. 3 credits

California State History
This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

ARTS 100CA .............................................................. 3 credits

Introduction to the Visual and Performing Arts
This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development in Western European tradition.

ARTS 230CA .............................................................. 3 credits

Survey of the Visual Arts
This course offers a foundation in the visual arts, elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340CA .............................................................. 3 credits

Exploration of Western Classical Music
This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.

HUM 375CA .............................................................. 3 credits

Integrative Studies
This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.

PHL 310CA .............................................................. 3 credits

Critical Thinking Across Disciplines
This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.

HPE 270 ................................................................. 3 credits

Physical Education and Health for Educators
This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also 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 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 and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.
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GRADUATE PROGRAMS

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 (if applicable) 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 (if applicable). University staff will process all requests for required transcripts on behalf of the student. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee (if applicable) covers the student’s expense for requesting official transcripts.

General Graduate International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States to meet admission requirements may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For official admission and transfer credit evaluation purposes previous academic credentials earned outside of the United States must meet the University’s verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by the following methods:

- Receipt and verification of official academic credentials issued directly to University of Phoenix by the student's previous institution, or
- Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student’s specific country, or
- Receipt and verification of official correspondence issued directly to University of Phoenix by the student’s previous institution indicating copies of academic credentials and/or level study is valid, or
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admission and Records.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student’s state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program. If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations
must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country’s embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

**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. Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies and requirements are listed in the admission requirements section.

**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. The Student Appeals Center will carefully review all materials submitted, and the applicant will be notified of the outcome of the appeal by campus personnel.

**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.
  - 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.

- Applicants who have been granted asylum or refugee status.

- or-

- achieved a minimum score of 69 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

- or-

- achieved a minimum score of 6.5 on the International English Language Testing System (IELTS) within two years of application to the University.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a nationally accredited college or university in the United States.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.

- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.

- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee 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 signed Enrollment/Disclosure Agreement.
• Completion of any state-specific required documents or forms.
• Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
• Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Estimated Program Length

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
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COLLEGE OF CRIMINAL JUSTICE AND SECURITY

The College of Criminal Justice and Security prepares students for professional and management-related career opportunities in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for opportunities of service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students. It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

Master of Science/Administration of Justice and Security

The following Master of Science/Administration of Justice and Security (MS/AJS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science/Administration of Justice and Security degree provides the required knowledge for the student to develop competence in administering criminal justice or security programs. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. The value of cooperative interaction is also addressed. The degree provides the student with administrative program development and problem solving skills in preparation for promotional or transitional opportunities in the management of police, corrections, security or court operations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-ajs.

MS/AJS Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit
AJS 501 ................................................................. 1 credit

Introduction to Graduate Study in Criminal Justice and Security

Survey of Justice, 3 total credits
AJS 502 ~ ............................................................ 3 credits

Survey of Justice and Security

Organizational Administration, 3 total credits
AJS 512 ~ ............................................................ 3 credits

Organizational Administration in Justice and Security

Finance, 3 total credits
AJS 522 ................................................................. 3 credits

Finance and Budgeting in Justice and Security

Ethics, 3 total credits
AJS 532 ................................................................. 3 credits

Ethics in Justice and Security

Criminological Theory, 3 total credits
AJS 542 ................................................................. 3 credits

Criminological Theory

Legal Issues in Justice and Security, 3 total credits
AJS 552 ................................................................. 3 credits

Legal Issues in Justice and Security

Organizational Risk, 3 total credits
AJS 562 ................................................................. 3 credits

Organizational Risk and Incident Management

Cybercrime and Information Systems, 3 total credits
AJS 572 ................................................................. 3 credits

Cybercrime and Information Systems Security

Public Policy Issues, 3 total credits
AJS 582 ................................................................. 3 credits

Public Policy Issues

Concepts of Physical and Personal Protection, 3 total credits
AJS 585 ................................................................. 3 credits

Concepts of Physical and Personal Protection

Forensic Science/Psychological Profiling, 3 total credits
AJS 592 ................................................................. 3 credits

Forensic Science and Psychological Profiling

Capstone Course, 3 total credits
AJS 595 ................................................................. 3 credits

Program Development and Evaluation

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

The University’s Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections, or as a peace officer with any particular local, state, federal, or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must be comparable in content and credits to the course ascertain to which the degree must have been completed while the institution was accredited during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree post transcript is required for admission.
- A minimum of three (3) years of full-time, post-high school professional work experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A signed criminal conviction prohibition acknowledgement form.

**Residency Requirements and Course Waivers for the MS/AJS**

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "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.

**Additional Admission Requirements for the MS/AJS**

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 during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree post transcript is required for admission.
- A minimum of three (3) years of full-time, post-high school professional work experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A signed criminal conviction prohibition acknowledgement form.

**Degree Requirements for the MS/AJS**

- Completion of a minimum of 37 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Science Administration of Justice and Security

**Course Descriptions for the MS/AJS**

AJ 501 .................................................................1 credit
**Introduction to Graduate Study in Criminal Justice and Security**
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

AJ 502 .................................................................3 credits
**Survey of Justice and Security**
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJ 512 .................................................................3 credits
**Organizational Administration in Justice and Security**
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJ 522 .................................................................3 credits
**Finance and Budgeting in Justice and Security**
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJ 532 .................................................................3 credits
**Ethics in Justice and Security**
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJ 542 .................................................................3 credits
**Criminological Theory**
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJ 552 .................................................................3 credits
**Legal Issues in Justice and Security**
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The
potential conflicts between public policy and civil rights will be discussed.

AJS 562 .................................................................................................. 3 credits

Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 .................................................................................................. 3 credits

Cybercrimes and Information Systems Security
This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

AJS 582 .................................................................................................. 3 credits

Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 585 .................................................................................................. 3 credits

Concepts of Physical and Personal Protection
This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 592 .................................................................................................. 3 credits

Forensic Science and Psychological Profiling
This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 595 .................................................................................................. 3 credits

Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security

The following Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security (MS/AJS-GHS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The concentration in Global and Homeland Security provides students with the knowledge to administer security programs within organizations. Developing a foundation of related theory, the concentration includes topics such as critical incident management, intelligence, cybercrime, organizational performance, and technology. While distinctions between the roles of Criminal Justice and Security organizations are addressed, the concentration emphasizes administrative responsibilities common to security and Homeland Security organizations. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-ajs.

MS/AJS-GHS Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit

AJS 501 .................................................................................................. 1 credit

Introduction to Graduate Study in Criminal Justice and Security

Survey of Justice, 3 total credits

AJS 502 .................................................................................................. 3 credits

Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 .................................................................................................. 3 credits

Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 .................................................................................................. 3 credits

Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 .................................................................................................. 3 credits

Ethics in Justice and Security

Criminological Theory, 3 total credits

AJS 542 .................................................................................................. 3 credits

Criminological Theory

Legal Issues in Justice and Security, 3 total credits

AJS 552 .................................................................................................. 3 credits

Legal Issues in Justice and Security

Organizational Risk, 3 total credits

AJS 562 .................................................................................................. 3 credits

Organizational Risk and Incident Management

Capstone Course, 3 total credits

AJS 595 .................................................................................................. 3 credits

Program Development and Evaluation

Leadership and Public Policy in Global/Homeland Security, 3 total credits

GHS 563 .................................................................................................. 3 credits

Leadership and Public Policy in Global/Homeland Security

Intelligence Integration in Global/Homeland Security, 3 total credits

GHS 573 .................................................................................................. 3 credits

Intelligence Integration in Global/Homeland Security

Multi-disciplinary Global and Homeland Security Issues, 3 total credits

GHS 583 .................................................................................................. 3 credits

Multi-disciplinary Global and Homeland Security Issues
Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University reserves the right to modify the required course of study. The University’s Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections, or as a peace officer with any particular local, state, federal, or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the MS/AJS-GHS

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 of three (3) years of full-time, post-high school professional work experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Signed Criminal Conviction Prohibition Acknowledgement Form.

Degree Requirements for the MS/AJS-GHS

• Completion of a minimum of 37 credits.

• A minimum program grade point average (GPA) of 3.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science
  Administration of Justice and Security

Residency Requirements and Course Waivers for the MS/AJS-GHS

• Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.

• Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "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.

• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-GHS

AJS 501 .....................................................................................1 credit
Introduction to Graduate Study in Criminal Justice and Security

This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

AJS 502 .....................................................................................3 credits
Survey of Justice and Security

This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 .....................................................................................3 credits
Organizational Administration in Justice and Security

This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 .....................................................................................3 credits
Finance and Budgeting in Justice and Security

This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.
AJS 542 ................................................................. 3 credits

Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
AJS 552 ................................................................. 3 credits

Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 562 ................................................................. 3 credits

Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 595 ................................................................. 3 credits

Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.
GHS 563 ................................................................. 3 credits

Leadership and Public Policy in Global/Homeland Security
This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.
GHS 573 ................................................................. 3 credits

Intelligence Integration in Global/Homeland Security
This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583 ................................................................. 3 credits

Multi-disciplinary Global and Homeland Security Issues
This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.
GHS 593 ................................................................. 3 credits

Critical Infrastructure Analysis and Protection
This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.

Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations

The following Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations (MS/AJS-LEO) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 contact your enrollment representative for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The Law Enforcement Organizations concentration provides students with the general knowledge needed to perform in supervisory, administrative, and executive roles within law enforcement organizations. The concentration emphasizes intelligence operations, organizational behavior, budgeting, planning, and technology. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-aajs.

MS/AJS-LEO Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Criminal Justice, 1 total credit
AJS 501 ................................................................. 1 credit

Introduction to Graduate Study in Criminal Justice and Security Survey of Justice, 3 total credits
AJS 502 ................................................................. 3 credits

Survey of Justice and Security
Organizational Administration, 3 total credits
AJS 512 ~ .................................................................3 credits
Organizational Administration in Justice and Security

Finance, 3 total credits
AJS 522 ~ .................................................................3 credits
Finance and Budgeting in Justice and Security

Ethics, 3 total credits
AJS 532 ~ .................................................................3 credits
Ethics in Justice and Security

Criminological Theory, 3 total credits
AJS 542 ~ .................................................................3 credits
Criminological Theory

Legal Issues in Justice and Security, 3 total credits
AJS 552 ~ .................................................................3 credits
Legal Issues in Justice and Security

Public Policy Issues, 3 total credits
AJS 582 ~ .................................................................3 credits
Public Policy Issues

Capstone Course, 3 total credits
AJS 595 ~ .................................................................3 credits
Program Development and Evaluation

Law Enforcement Intelligence Operations, 3 total credits
LEO 563 ~ .................................................................3 credits
Law Enforcement Intelligence Operations

Organizational Performance, Analysis, and Decision Making, 3 total credits
LEO 573 ~ .................................................................3 credits
Organizational Performance, Analysis, and Decision Making

Strategic Planning for the Law Enforcement Sector, 3 total credits
LEO 583 ~ .................................................................3 credits
Strategic Planning for the Law Enforcement Sector

Technology for the Law Enforcement Executive, 3 total credits
LEO 593 ~ .................................................................3 credits
Technology for the Law Enforcement Executive

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

The University's Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections, or as a peace officer with any particular local, state, federal, or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, prospective students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the MS/AJS-LEO
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 of three (3) years of full-time, post-high school professional work experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Signed Criminal Conviction Prohibition Acknowledgement Form.

Degree Requirements for the MS/AJS-LEO

• Completion of a minimum of 37 credits.

• A minimum program grade point average (GPA) of 3.0.

• Concentrations reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science
  Administration of Justice and Security

Residency Requirements and Course Waivers for the MS/AJS-LEO

• Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.

• Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "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 University’s Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections, or as a peace officer with any particular local, state, federal, or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, prospective students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-LEO

AJS 501 ................................................................. 1 credit
Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

AJS 502 ................................................................. 3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 ................................................................. 3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 ................................................................. 3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 ................................................................. 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 ................................................................. 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 552 ................................................................. 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 582 ................................................................. 3 credits
Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 595 ................................................................. 3 credits
Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

LEO 563 ................................................................. 3 credits
Law Enforcement Intelligence Operations
This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.

LEO 573 ................................................................. 3 credits
Organizational Performance, Analysis, and Decision Making
This course explores methods to track and measure an organization’s overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.

LEO 583 ................................................................. 3 credits
Strategic Planning for the Law Enforcement Sector
This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593 ................................................................. 3 credits
Technology for the Law Enforcement Executive
This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.

Master of Public Administration

The following Master of Public Administration (MPA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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
The Master of Public Administration (MPA) program develops the managerial skills necessary to manage in the public sector. This program focuses on an entrepreneurial approach to issues and opportunities at the state and local government levels. The curriculum is based on current standards set forth by the National Association of Schools of Public Affairs and Administration. 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/mpa.

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

Program Category Requirements for the MPA

Public Administration Management, 12 total credits
- MGT 522 ~ ................................................................. 3 credits
- Public Administration - Institutions and Processes
- MGT 572 ~ ................................................................. 3 credits
- Public Policy Planning and Implementation
- MGT 582 ~ ................................................................. 3 credits
- Public Administration Applied Project
- MGT TM562 ~ .......................................................... 3 credits
- Leveraging Technology in the Public Sector

Public Administration Research and Statistics, 6 total credits
- RES 562 ~ ................................................................. 3 credits
- Program Evaluation
- QNT 562 ~ ................................................................. 3 credits
- Data Analysis for Public Policy and Management

Public Administration Human Resource Management, 3 total credits
- HRM 532 ~ ................................................................. 3 credits
- Human Capital Development in the Public Sector

Public Administration Leadership, 3 total credits
- LDR 532 ~ ................................................................. 3 credits
- Leading Organizational Development in the Public Sector

Public Administration Law, 3 total credits
- LAW 562 ~ ................................................................. 3 credits
- Law and Public Administration

Public Administration Accounting, 3 total credits
- ACC 574 ~ ................................................................. 3 credits
- Public Budgeting

Public Administration Economics, 3 total credits
- ECO 572 ~ ................................................................. 3 credits
- Public Finance

Public Administration Communications, 3 total credits
- COM PA530 ~ ........................................................... 3 credits
- Communications for Public Administrators

The University reserves the right to modify the required course of study. The University’s Criminal Justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections, or as a peace officer with any particular local, state, federal, or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Additional Admission Requirements for the MPA

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 MPA

The degree requirements for this program are the following:
- A minimum of 36 graduate credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Public Administration.

Residency Requirements and Course Waivers for the MPA

Completion of a minimum of 27 credit of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to 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 from current program enrollment agreement sign date 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Public Administration Applied Project (MGT 582) may not be waived.

Course Descriptions for the MPA

- MGT 522 ~ ................................................................. 3 credits
Public Administration - Institutions and Processes
This course applies the tools available to UPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will distinguish the dichotomy between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MGT 572 ..................................................................................... 3 credits

Public Policy Planning and Implementation
This course prepares students to apply techniques to evaluate public & retrieval.

Public Administration Applied Project
This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy making process and the challenges that accompany each stage. Other topics, at the state and local level, include policy creation, policy evaluation, and stakeholder conflicts.
MGT 582 ..................................................................................... 3 credits

Leading Organizational Development in the Public Sector
This course prepares students to lead change in the public sector. Students will apply leadership theories in the bureaucratic public sector considering the unique role of power and politics. Other topics, at the state and local level, include culture in the public sector, group behavior, financial and nonfinancial motivation, and workplace conflict.
LAW 562 ..................................................................................... 3 credits

Law and Public Administration
This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
ACC 574 ..................................................................................... 3 credits

Public Budgeting
In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics, at the state and local level, include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
ECO 572 ..................................................................................... 3 credits

Public Finance
This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics, at the state and local level, include microeconomics in the public sector, basic macroeconomic variables, monetary policy, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and tax efficiency, equity, and incidence.
COM PA530..................................................................................... 3 credits

Communications for Public Administrators
This course prepares students to communicate with multiple stakeholders and public media. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
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The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today's working environment.

**Master of Science in Counseling**

MSC programs are designed to meet the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring the skills of counselors are expected to grow in both the public and private sectors throughout the 2000’s, students from a variety of settings and backgrounds should find the interpersonal, communication, and therapeutic skills offered in this program useful in advancing their careers.

The curriculum, course work, and clinical experiences are designed to produce outcomes in knowledge, critical thinking, affective development, and counseling skills. These outcomes, based on accepted counselor education standards, are also based on competencies required of the working counseling professional. Attention is given to the development of oral presentation skills, group process skills, research utilization, and exposure to and practice of a wide range of counseling approaches.

Program length is approximately two and one-half to three and one-half years. Additional time will be required for homework, learning team meetings, project activities, and clinical work. The program involves a variety of formats depending on the subject matter and the competencies to be developed. These formats include lecture, discussion, demonstration, field trips, exercises, role-play, seminar, self-directed learning, and supervised clinical experiences.

**Master of Science in Counseling/Marriage, Family and Child Therapy (California)**

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming.

Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

The program meets the 2012 California MFT Educational requirements for registration with the Board of Behavioral Sciences (BBS) as an MFT Intern. This registration is the required first step in the licensure process in CA as a Licensed Marriage and Family Therapist (LMFT). Upon graduation, applicants register with BBS to become MFT Interns, at which point they complete their required post-graduate supervised clinical hours. Upon completion of the required supervised hours, they apply to take the first MFT licensure exam, called the LMFT Standard Written Examination; when passed, they have one year to apply and take the second exam, called the LMFT Written Clinical Vignette Examination. Only after completion of these steps, including registration as an MFT Intern, required post-graduate supervised clinical hours, and passing both exams will graduates be eligible for licensure as LMFTs.

The Educational Requirements are:

- The degree program must contain no less than 60 semester or 90 quarter units of instruction.
- The degree program does the following:
  - Integrates marriage and family therapy principles, the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, and an understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual’s mental health and recovery;
  - Allows for innovation and individuality in the education of marriage and family therapists;
  - Encourages students to develop the personal qualities that are intimately related to effective practice;
  - Permits an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists; and
  - Provides students with the opportunity to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery;
- Includes no less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family symptoms approaches to treatment.
• Includes no less than six semester or nine quarter units of practicum that involves direct client contact in a supervised clinical placement that provides supervised fieldwork experience with a minimum of 150 hours of face-to-face experience counseling individuals, couples, families, or groups, as well as 75 hours of either client-centered advocacy or face-to-face experience counseling individuals, couples, families.
• Includes instruction in:
  • Diagnosis, assessment, prognosis, and treatment of mental disorders (Psychopathology);
  • Developmental issues from infancy to old age;
  • The broad range of matters and life events that may arise within marriage and family relationships within a variety of California cultures;
  • Cultural competency and sensitivity and instruction in multicultural development and cross-cultural interaction;
  • The effects of socioeconomic status on treatment;
  • Resilience;
  • Human sexuality;
  • Substance use disorders, co-occurring disorders & addiction;
  • California law and professional ethics for marriage and family therapists;
  • Case management, systems of care for the severely mentally ill, public and private services and supports available for the severely mentally ill, community resources for persons with mental illness and for victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment.

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/msc-mfct.

**MSC/MFCT Course of Study**

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

**Graduate Portfolio I**

- CNSL 502 ~..........................................................0 credits
- CCMH 510 ~.........................................................3 credits
- Multi-Cultural Issues in Mental Health Counseling
- CCMH 504 ~.........................................................3 credits
- Individual and Family Development Across the Life Span
- CCMH 506 ~.........................................................3 credits
- Personality Theories and Counseling Models
- MFCC 551CA ~....................................................3 credits
- Legal and Ethical Issues in Marriage and Family Therapy
- CCMH 551 ~.........................................................3 credits
- Individual Counseling
- CCMH 525 ~.........................................................3 credits
- Research Methods for Mental Health Counselors
- CCMH 535 ~.........................................................3 credits
- Psychometrics
- CCMH 544 ~.........................................................3 credits
- Introduction to Clinical Assessment

CCMH 548 ~..........................................................3 credits
Psychopathology: Advanced Clinical Assessment
CNSL 556 ~............................................................0 credits
Portfolio II
MFCC 556 ~..........................................................3 credits
Family Systems Theory
MFCC 561 ~..........................................................3 credits
Family Interventions
CCMH 568 ~..........................................................3 credits
Group Counseling
CCMH 521 ~..........................................................3 credits
Psychopharmacology/Biological Basis of Behavior
CCMH 561 ~..........................................................3 credits
Dependency and Addictions
MFCC 591O ~.......................................................0 credits
Orientation To Practicum in Marriage and Family Counseling
MFCC 537 ~..........................................................3 credits
Child and Adolescent Counseling
CCMH 540 ~..........................................................3 credits
Career and Vocational Counseling
MFCC 567 ~..........................................................3 credits
Seminar in Marriage and Family Counseling
MFCC 591 ~..........................................................3 credits
Pre-Practicum in Marriage and Family Counseling
MFCC 599A ~.......................................................3 credits
Practicum in Marriage and Family Counseling A
MFCC 599B ~.......................................................3 credits
Practicum in Marriage and Family Counseling B
The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MSC/MFCT**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally 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.

- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of “C” or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of two (2) years of full-time, post-high school paid and/or volunteer work experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
• A signed Criminal Conviction Disclosure Form.
• Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
• A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT
• Completion of a minimum of 60 credits.
• A minimum program grade point average (GPA) of 3.0.
• Prior to graduation, students in this program are required to complete the Counselor Preparation Comprehensive Exam (CPCE) or another assessment/examination instrument as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination, with a cumulative raw score of 80, by the completion of Practicum in Marriage and Family Counseling B. Completion of this assessment is a non-waivable requirement for degree completion and graduation.
• Students completing the CPCE must obtain a cumulative raw score of 80 in order to graduate. The campus is responsible to schedule the CPCE exam and ensure all students receive a passing score before graduation. The CPCE may not be scheduled before the Practicum but must be successfully passed before the student can graduate. If the student does not receive a passing score with their first attempt, s/he may take this exam up to three times before being placed on Scholastic Suspension.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Counseling
  Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT
• The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in these courses shall not exceed 8 students. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
• The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in these courses shall not exceed 20 students. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.

• Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT
• Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
• MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B -" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
• Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
• Students in the College of Social Science graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally 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.

MSC students who wish to transfer to another local campus, even within the same state, or update versions must appeal to the Student Appeals Center.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556,
MFCC 551CA, MFCC 567, MFCC 591, MFCC 599A, MFCC 599B
Additional Academic Program Re-entry Policy for the MSC/MFCT

All students who have been out of attendance for one (1) year or more in a counseling program must re-take and pass the most recently graded Portfolio class. If a student is required to retake CNSL 502 Portfolio I upon re-entry and does not pass the course, the student may re-apply for the Counseling program in three (3) months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six (6) months before re-applying. Passing Portfolio I is limited to a total of three attempts. Students in the Master of Science in Counseling program who are required to retake CNSL 556 Portfolio II upon re-entry must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be academically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

Course Descriptions for the MSC/MFCT

CNSL 502 ..................................................................................0 credits
Graduate Portfolio I
Portfolio I is an admission readiness assessment which samples and evaluates the student’s cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social Sciences.
CCMH 510 ...............................................................................3 credits
Multi-Cultural Issues in Mental Health Counseling
This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 504 ...............................................................................3 credits
Individual and Family Development Across the Life Span
This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.
CCMH 506 ...............................................................................3 credits
Personality Theories and Counseling Methods
This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 551CA ...........................................................................3 credits
Legal and Ethical Issues in Marriage and Family Therapy
This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner’s sense of self and human values and his or her professional behavior and ethics.
CCMH 551 ...............................................................................3 credits
Individual Counseling
This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 525 ...............................................................................3 credits
Research Methods for Mental Health Counselors
This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 535 ...............................................................................3 credits
Psychometrics
This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 544 ...............................................................................3 credits
Introduction to Clinical Assessment
This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multi-cultural and ethical issues in assessment are also explored.
CCMH 548 ...............................................................................3 credits
Psychopathology: Advanced Clinical Assessment
Students build on the skills gained in CCMH/544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM™ for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.

CNSL 556 ................................................................. 0 credits

Portfolio II
Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.

MFCC 556 ................................................................. 3 credits

Family Systems Theory
This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories’ approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561 ................................................................. 3 credits

Family Interventions
This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.

CCMH 568 ................................................................. 3 credits

Group Counseling
This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.

CCMH 521 ................................................................. 3 credits

Psychopharmacology/Biological Basis of Behavior
The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.

CCMH 561 ................................................................. 3 credits

Dependency and Addictions
This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

MFCC 591O ............................................................. 0 credits

Orientation To Practicum in Marriage and Family Counseling
This course is an orientation to the pre-practicum and practicum courses.

MFCC 537 ................................................................. 3 credits

Child and Adolescent Counseling
This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.

CCMH 540 ................................................................. 3 credits

Career and Vocational Counseling
This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.

MFCC 567 ................................................................. 3 credits

Seminar in Marriage and Family Counseling
This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 591 ................................................................. 3 credits

Pre-Practicum in Marriage and Family Counseling
This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.

MFCC 599A ............................................................. 3 credits

PRACTICUM IN MARRIAGE AND FAMILY COUNSELING
The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship
experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 599B ................................................................................3 credits

Practicum in Marriage and Family Counseling B

The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

Master of Science in Psychology

The following Master of Science in Psychology (MSP) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

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

MSP Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>Communication Skills for Graduate Study</td>
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<td>Developmental Psychology</td>
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<td>PSYCH 610</td>
<td>Research Methods in Psychology</td>
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<td>PSYCH 645</td>
<td>Personality Theories</td>
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<td>Psytopathology</td>
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<td>PSYCH 665</td>
<td>Integrative Capstone: Psychology Past and Present</td>
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</table>

Residency Requirements and Course Waivers for the MSP

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 MSP

- Completion of a minimum of 39 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Non-Thesis Track graduates will not be permitted to return to complete PSYCH 670 and receive a degree in any MSP Thesis Track program at the University.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Psychology.

Scholastic Disqualification for the MSP

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665

Course Descriptions for the MSP

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for written communication, critical thinking, program standards, stress and time management, and collaborative processes.

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

Psychopathology
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

Psychometrics
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be discussed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
Ethics and Professional Issues
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 665 .................................................................3 credits

Integrative Capstone: Psychology Past and Present
This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.

Master of Science in Psychology (Thesis Track)

The following Master of Science in Psychology (MSP) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

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

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<tr>
<td>PSYCH 670 Master's Thesis</td>
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Master's Thesis
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSP
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.

• Signed Thesis Requirement Addendum Form.

Degree Requirements for the MSP

• Completion of a minimum of 42 credits.

• A minimum grade point average (GPA) of 3.0.

• Students will declare Thesis or Non-Thesis track at the time of enrollment.

• Concentrations and Thesis Track are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Psychology.

Academic Progression Requirements for the MSP

• Students must successfully complete COM 600 with a B or better.

• The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670.
• Students must complete PSYCH 670 with a grade of Pass. Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP
COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 33 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 66S, PSYCH 670

Course Descriptions for the MSP
COM 600 ................................................................. 3 credits

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ................................................................. 3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ............................................................................. 3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ............................................................................. 3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ............................................................................. 3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 ............................................................................. 3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 635 ............................................................................. 3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 ............................................................................. 3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 645 ............................................................................. 3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories.
Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

**Psychopathology**

This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

**Psychometrics**

This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

**Ethics and Professional Issues**

This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

**Integrative Capstone: Psychology Past and Present**

This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.

**Master's Thesis**

Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.

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**Master of Science in Psychology Concentration in Behavioral Health**

The following Master of Science in Psychology Concentration in Behavioral Health (MSP/BH) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 must apply to complete 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 representative for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

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

**MSP/BH Required Course of Study**

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<td>PSYCH 660</td>
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Ethics and Professional Issues  
PSYCH 665 ................................................................. 3 credits

Integrative Capstone: Psychology Past and Present  
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSP/BH
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 MSP/BH
- Completion of a minimum of 48 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of enrollment.
- Non-Thesis Track graduates will not be permitted to return to complete PSYCH 670 and receive a degree in any MSP Thesis Track program at the University.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Psychology

Scholastic Disqualification for the MSP/BH
COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MSP/BH
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 39 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must 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 600, PSYCH 610, PSYCH 660, PSYCH 665

Course Descriptions for the MSP/BH

COM 600 ........................................................................................................ 3 credits

Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ........................................................................................................ 3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development.

Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ........................................................................................................ 3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ........................................................................................................ 3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ........................................................................................................ 3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance.
PROCEDURES.

PSYCH 630 ..............................................................................3 credits

PHYSIOLOGICAL PSYCHOLOGY

This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 626 ..............................................................................3 credits

ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH

This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of “unscientific” applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 635 ..............................................................................3 credits

PSYCHOLOGY OF LEARNING

This course covers major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 ..............................................................................5 credits

COGNITIVE PSYCHOLOGY

This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 627 ..............................................................................3 credits

ILLNESS PREVENTION AND HEALTH PROMOTION

This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.

PSYCH 645 ..............................................................................3 credits

PERSONALITY THEORIES

This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 ..............................................................................3 credits

PSYCHOPATHOLOGY

This course covers the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 628 ..............................................................................3 credits

EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH

This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.

PSYCH 655 ..............................................................................3 credits

PSYCHOMETRICS

This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 660 ..............................................................................3 credits

ETHICS AND PROFESSIONAL ISSUES

This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ..............................................................................3 credits

INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT

This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
Master of Science in Psychology Concentration in Behavioral Health (Thesis Track)

The following Master of Science in Psychology Concentration in Behavioral Health (MSP/BH) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 must consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

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

MSP/BH Required Course of Study

- COM 600 Communication Skills for Graduate Study 3 credits
- PSYCH 600 Developmental Psychology 3 credits
- PSYCH 610 Research Methods in Psychology 3 credits
- PSYCH 620 Multicultural and Social Issues in Psychology 3 credits
- PSYCH 625 Statistics for the Behavior Sciences 3 credits
- PSYCH 630 Physiological Psychology 3 credits
- PSYCH 626 Elements of Health Psychology and Behavioral Health 3 credits
- PSYCH 635 Psychology of Learning 3 credits
- PSYCH 640 Cognitive Psychology 3 credits
- PSYCH 627 Illness Prevention and Health Promotion 3 credits
- PSYCH 645 Personality Theories 3 credits
- PSYCH 650 Psychopathology 3 credits
- PSYCH 628 Evidence-based Interventions in Behavioral Health 3 credits
- PSYCH 655 Psychometrics 3 credits
- PSYCH 660 Ethics and Professional Issues 3 credits

MSP/BH Required Course of Study

- PSYCH 665 Integrative Capstone: Psychology Past and Present 3 credits
- PSYCH 670 Master’s Thesis 3 credits

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

Additional Admission Requirements for the MSP/BH

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.

- Signed Thesis Requirement Addendum Form.

Degree Requirements for the MSP/BH

- Completion of a minimum of 51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students will declare Thesis or Non-Thesis track at the time of admission.
- Concentrations and Thesis Track are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Psychology

Academic Progression for the MSP/BH

- Students must successfully complete COM 600 with a B or better.
- The following course contains multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in the following course shall not exceed 10 students: PSYCH 670
- Students must complete PSYCH 670 with a grade of Pass. Students have three attempts to successfully complete PSYCH 670. Students who do not complete PSYCH 670 with a grade of Pass by the third attempt cannot continue in the thesis track program, but have the option to change to the non-thesis track of the program.

Scholastic Disqualification for the MSP/BH

COM 600 must be completed with a grade of B or better. Students who do not pass this course with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and permanently withdrawn from the program.
Residency Requirements and Course Waivers for the MSP/BH

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 42 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 600, PSYCH 610, PSYCH 660, PSYCH 665, PSYCH 670

Course Descriptions for the MSP/BH

COM 600 ................................................................. 3 credits
Communication Skills for Graduate Study
This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.

PSYCH 600 ................................................................. 3 credits

Developmental Psychology
This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.

PSYCH 610 ................................................................. 3 credits

Research Methods in Psychology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 620 ................................................................. 3 credits

Multicultural and Social Issues in Psychology
This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.

PSYCH 625 ........................................................................... 3 credits

Statistics for the Behavior Sciences
This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 630 ........................................................................... 3 credits

Physiological Psychology
This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 626 ........................................................................... 3 credits

Elements of Health Psychology and Behavioral Health
This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of “unscientific” applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.

PSYCH 635 ........................................................................... 3 credits

Psychology of Learning
This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.

PSYCH 640 ........................................................................... 3 credits

Cognitive Psychology
This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.

PSYCH 627 ........................................................................... 3 credits

Illness Prevention and Health Promotion
This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV/AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special atten-
tion will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.

PSYCH 645 ................................................................. 3 credits
**Personality Theories**
This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 650 ................................................................. 3 credits
**Psychopathology**
This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 628 ................................................................. 3 credits
**Evidence-based Interventions in Behavioral Health**
This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.

PSYCH 655 ................................................................. 3 credits
**Psychometrics**
This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 660 ................................................................. 3 credits
**Ethics and Professional Issues**
This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.

PSYCH 665 ................................................................. 3 credits

**Integrative Capstone: Psychology Past and Present**
This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.

PSYCH 670 ................................................................. 3 credits
**Master's Thesis**
Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.
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We prepare future leaders for business excellence. Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 wish 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 representative 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 up to 15 graduate-level credits in required concentration-specific courses. Students may also complete an additional concentration. Please contact your academic representative for more information.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

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

MBA Program Category Requirements

Management, 3 total credits
MG 521 ................................................................. 3 credits Management

Human Capital Management, 3 total credits
HRM 531 ~ ............................................................ 3 credits Human Capital Management

Business Law, 3 total credits
LAW 531 ~ ............................................................ 3 credits Business Law

Organizational Leadership, 3 total credits
LDR 531 ~ ............................................................ 3 credits Organizational Leadership

Quantitative Reasoning for Business, 3 total credits
QRB 501 ~ ........................................................... 3 credits Quantitative Reasoning for Business

Economics, 3 total credits
ECO 561 ~ ............................................................ 3 credits Economics

Accounting, 3 total credits
ACC 561 ~ ........................................................... 3 credits Accounting

Applied Business Research and Statistics, 3 total credits
QNT 561 ~ ........................................................... 3 credits Applied Business Research & Statistics

Operations Management, 3 total credits
OPS 571 ~ ........................................................... 3 credits Operations Management

Corporate Finance, 3 total credits
FIN 571 ~ ........................................................... 3 credits Corporate Finance

Marketing, 3 total credits
MKT 571 ~ ........................................................... 3 credits Marketing

Strategic Planning and Implementation, 3 total credits
STR 581 ~ ........................................................... 3 credits Strategic Planning & Implementation

Accounting Concentration

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond
the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC 541 - Accounting Theory & Research).

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-acc.

ACC 541 ~ 3 credits
Accounting Theory & Research

COM 530 ~ 3 credits
Communications for Accountants

ACC 542 ~ 3 credits
Accounting Information Systems

ACC 543 ~ 3 credits
Managerial Accounting & Legal Aspects of Business

ACC 544 ~ 3 credits
Internal Control Systems

ACC 545 ~ 3 credits
Financial Reporting

ACC 546 ~ 3 credits
Auditing

ACC 547 ~ 3 credits
Taxation

ACC 548 ~ 3 credits
Not-for-Profit & Government Accounting

ACC 556 ~ 3 credits
Forensic Accounting

ACC 557 ~ 3 credits
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s Accounting Concentration.

California Students:
The Master of Business Administration with a concentration in Accounting (MBA/ACC) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.

Energy Management Concentration

MBA students may earn a concentration in Energy Management (EM) by completing at least 15 credit hours of course work in Energy Management.

Students earning an EM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the EM concentration.

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-em.

EM 555 ~ 3 credits
Energy Sector Management

EM 565 ~ 3 credits
Financial Management in the Energy Sector

EM 575 ~ 3 credits
Energy Economics

EM 585 ~ 3 credits
Marketing Energy

EM 595 ~ 3 credits
Strategic Planning and Implementation for the Energy Sector

Finance Concentration

MBA students may earn a concentration in Finance (FIN) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a FIN concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the FIN concentration.

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-fin.

FIN 580 ~ 3 credits
Global Capital Markets

FIN 585 ~ 3 credits
Financial Controlling

FIN 590 ~ 3 credits
Audit and Compliance Management

Students must choose one course from the following:

FIN 591 ~ 3 credits
Real Estate Investment

FIN 592 ~ 3 credits
Mergers and Acquisitions

FIN 593 ~ 3 credits
Investment Banking

Global Management Concentration

MBA students may earn a concentration in Global Management (GM) by completing at least 15 credit hours of course work in Global Management.

Students earning a GM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the GM concentration.

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-gm.

GMGT 520 ~ 3 credits
External Environment of Global Business

GMGT 530 ~ 3 credits
Internal Environment of Global Business

GMGT 540 ~ 3 credits
Global Strategy Formulation and Implementation

CAP GM591 ~ 3 credits
Cases in Cross-Border Management

Health Care Management Concentration

MBA students may earn a concentration in Health Care Management (HCM) by completing at least 15 credit hours of course work in Health Care Management.

Students earning a HCM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the HCM concentration.

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-hcm.

HCM 520 ~ 3 credits
Cases in Cross-Border Management

HCM 540 ~ 3 credits
Global Strategy Formulation and Implementation

Cases in Cross-Border Management

Health Care Management Concentration

MBA students may earn a concentration in Health Care Management (HCM) by completing at least 15 credit hours of course work in Health Care Management.

Students earning a HCM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the HCM concentration.

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-hcm.

HCM 520 ~ 3 credits
Cases in Cross-Border Management

HCM 540 ~ 3 credits
Global Strategy Formulation and Implementation

Cases in Cross-Border Management
information, please visit our website at http://www.phoenix.edu/programs/mba-hcm.
HCS 531 ~ ................................................................. 3 credits
Health Care Organizations and Delivery Systems
HCS 533 ~ ................................................................. 3 credits
Health Information Systems
HCS 545 ~ ................................................................. 3 credits
Health Law and Ethics
HCS 588 ~ ................................................................. 3 credits
Measuring Performance Standards
HCS 886 ~ ................................................................. 3 credits
Health Care Strategic Management

Human Resource Management Concentration
MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.
Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework.
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-hrm.
HRM 546 ~ ................................................................. 3 credits
Human Resource Law
HRM 558 ~ ................................................................. 3 credits
Research in Human Resource Management
HRM 548 ~ ................................................................. 3 credits
Recruitment and Retention Practices
HRM 552 ~ ................................................................. 3 credits
Organizational Training and Development
HRM 554 ~ ................................................................. 3 credits
Occupational Health and Safety
HRM 595 ~ ................................................................. 3 credits
Human Resource Capstone Course

Marketing Concentration
MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.
Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT 593-Product Design and Development Course).
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-mkt.
MKT 544 ~ ................................................................. 3 credits
Integrated Marketing Communications
MKT 554 ~ ................................................................. 3 credits
Consumer Behavior
MKT 552 ~ ................................................................. 3 credits
Technology Applications and e-Marketing
MKT 562 ~ ................................................................. 3 credits
Advanced International Marketing
MKT 593 ~ ................................................................. 3 credits

Project Management Concentration
MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management.
Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.
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-pm.
PM 571 ~ ................................................................. 3 credits
Project Management
PM 582 ~ ................................................................. 3 credits
Project Leadership
PM 584 ~ ................................................................. 3 credits
Project Risk Management
PM 586 ~ ................................................................. 3 credits
Project Quality Management
PM 598 ~ ................................................................. 3 credits
Project Management Capstone

Technology Management Concentration
MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of coursework in Technology Management.
Students earning a TM concentration will complete a minimum of 51 credits (36 credits from the MBA required areas) which includes 15 credits from concentration coursework.
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-tm.
COM TM541 ~ .......................................................... 3 credits
Communications for Managers of Technology
PM 571 ~ ................................................................. 3 credits
Project Management
TMGT 540 ~ ............................................................ 3 credits
Management of R&D and Innovation Processes
TMGT 550 ~ ............................................................ 3 credits
Technology Transfer in the Global Economy
TMGT 590 ~ ............................................................ 3 credits
Applications of Technology Management

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.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read:
  Master of Business Administration

Academic Progression Requirements for the MBA
• MGT 521 must be the first course taken.
• QRB 501 must be satisfied prior to progressing in courses in Economics, Accounting, Applied Business Research & Statistics, Operations Management, Corporate Finance, Marketing, and Strategic Planning & Implementation.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA
• The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
• In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  • The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Management (MGT 521) may not be waived.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course), which is the last core course in the program, may not be waived.
• Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• The following courses may not be waived: ACC 541, CAP GM591, EM 555, 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 must earn a B- or better in the doctoral level courses in order to waive them in the doctoral program.

Students who have completed Meritus University graduate MBA courses may transfer all courses earned at Meritus University into the MBA program at the University of Phoenix without limitation provided that they sign an Enrollment Agreement for the University of Phoenix MBA program by March 1, 2012. Students transferring from Meritus University to University of Phoenix will still be required to satisfy all program requirements for the University of Phoenix MBA program and complete at least 3 credits at University of Phoenix in order to obtain their MBA degree from University of Phoenix.

Course Descriptions for the MBA

MGT 521 .................................................................................. 3 credits
Management
This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

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.

LDR 531 .................................................................................. 3 credits
Organizational Leadership
This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.

QRB 501 .................................................................................. 3 credits
Quantitative Reasoning for Business
This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
ECO 561 ................................................................. 3 credits

Economics
This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.
ACC 561 ................................................................. 3 credits

Accounting
This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
QNT 561 ................................................................. 3 credits

Applied Business Research and Statistics
This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.
OPS 571 ................................................................. 3 credits

Operations Management
This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
FIN 571 ................................................................. 3 credits

Corporate Finance
This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
MKT 571 ................................................................. 3 credits

Marketing
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.
STR 581 ................................................................. 3 credits

Strategic Planning and Implementation
This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

Course Descriptions for the Accounting Concentration

Accounting Theory & Research
This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
COM 530 ................................................................. 3 credits

Communications for Accountants
In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.
ACC 542 ................................................................. 3 credits

Accounting Information Systems
In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543 ................................................................. 3 credits

Managerial Accounting & Legal Aspects of Business
In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544 ................................................................. 3 credits

Internal Control Systems
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.
ACC 545 ................................................................. 3 credits

Financial Reporting
This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546 ................................................................. 3 credits

Auditing
In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required
communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

ACC 547 ...................................................................................3 credits

**Taxation**

In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 548 ...................................................................................3 credits

**Not-for-Profit & Government Accounting**

In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 556 ...................................................................................3 credits

**Forensic Accounting**

In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 557 ...................................................................................3 credits

**Accounting Ethics**

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

**Course Descriptions for the Finance Concentration**

**Energy Sector Management**

This course integrates energy technology and management opportunities in the energy sector. Students will apply knowledge of the energy sector value change to identify a business opportunity. Other topics include renewable and non-renewable energy sources, science of energy, communications, energy sector terminology, corporate social responsibility, ethics, and negotiation.

EM 565 ...................................................................................3 credits

**Financial Management in the Energy Sector**

This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, capital budgets, government sources, long-term financing, risk analysis and management, and financial planning.

EM 575 ...................................................................................3 credits

**Energy Economics**

This course applies economic concepts to make management decisions in the energy sector. Students apply concepts of supply and demand to create an economic model of a sub sector of the energy industry. Other topics include scarce resources, opportunity costs, profit maximization, market structure, macroeconomic measurement, money, trade, foreign exchange, regulatory issues, and economic analysis.

EM 585 ...................................................................................3 credits

**Marketing Energy**

This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, public relations and policy formulation.

EM 595 ...................................................................................3 credits

**Strategic Planning and Implementation for the Energy Sector**

This capstone course integrates concepts from all prior courses in the program and the energy management concentration. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage in an energy organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, interdependent organizational relationships, technology adoption, and scenario planning.

**Course Descriptions for the Finance Concentration**

**EM 585 ...................................................................................3 credits**

**Global Capital Markets**

This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.

FIN 585 ...................................................................................3 credits

**Financial Controlling**

This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, management incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.

FIN 590 ...................................................................................3 credits

**Audit and Compliance Management**

The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.

FIN 591 ...................................................................................3 credits

**Real Estate Investment**

This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today’s real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.

FIN 592 ...................................................................................3 credits

**Mergers and Acquisitions**

This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive
market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.

**FIN 593** ........................................................................................................ 3 credits

**Investment Banking**
This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.

**Course Descriptions for the Global Management Concentration**

**GMGT 510** ................................................................................................. 3 credits

**Global Business Organization and Culture**
This course examines the cultural and organization framework within which global business is conducted. Topics include socioeconomic forces, cultural analysis, communication strategies, human resources investment and utilization, and managing across borders.

**GMGT 520** ................................................................................................. 3 credits

**External Environment of Global Business**
This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.

**GMGT 530** ................................................................................................. 3 credits

**Internal Environment of Global Business**
This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.

**GMGT 540** ................................................................................................. 3 credits

**Global Strategy Formulation and Implementation**
This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

**CAP GM591** ................................................................................................. 3 credits

**Cases in Cross-Border Management**
This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.

**Course Descriptions for the Health Care Management Concentration**

**HCS 531** ................................................................................................. 3 credits

**Health Care Organizations and Delivery Systems**
This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

**Course Descriptions for the Health Care Information Systems Concentration**

**HCS 533** ........................................................................................................ 3 credits

**Health Information Systems**
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

**HCS 545** ........................................................................................................ 3 credits

**Health Law and Ethics**
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

**HCS 588** ........................................................................................................ 3 credits

**Measuring Performance Standards**
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

**HCS 586** ........................................................................................................ 3 credits

**Health Care Strategic Management**
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

**Course Descriptions for the Human Resource Management Concentration**

**HRM 546** ................................................................................................. 3 credits

**Human Resource Law**
This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workplace planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

**HRM 558** ................................................................................................. 3 credits

**Research in Human Resource Management**
This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

**HRM 548** ................................................................................................. 3 credits
Recruitment and Retention Practices
This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552 ................................................................. 3 credits

Organizational Training and Development
This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.

HRM 554 ................................................................. 3 credits

Occupational Health and Safety
This course applies health and safety principles to reduce hazards to a productive work environment. Students create a prevention program to promote occupational safety and health. Other topics include injury and illness compensation, safety risks, security risks, workplace violence, health and safety practices, emergency response plans, and issues related to substance abuse.

HRM 595 ................................................................. 3 credits

Human Resource Capstone Course
This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.

Course Descriptions for the Marketing Concentration

MKT 544 .................................................................. 3 credits

Integrated Marketing Communications
This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554 .................................................................. 3 credits

Consumer Behavior
This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.

MKT 552 .................................................................. 3 credits

Technology Applications and e-Marketing
This course prepares students to integrate technology in marketing functions. Students design the organization and content of a website to accomplish one or more marketing objectives. Topics include basics of the World Wide Web, bandwidth, servers and storage, e-Marketing, e-Commerce, and targeting customers.

MKT 562 .................................................................. 3 credits

Advanced International Marketing
This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.

MKT 593 .................................................................. 3 credits

Product Design and Development
In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

Course Descriptions for the Project Management Concentration

PM 571 .................................................................. 3 credits

Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

PM 582 .................................................................. 3 credits

Project Leadership
This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 584 .................................................................. 3 credits

Project Risk Management
This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586 .................................................................. 3 credits

Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.

PM 598 .................................................................. 3 credits

Project Management Capstone
In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.

Course Descriptions for the Technology Management Concentration

COM TM541 ................................................................ 3 credits

Communications for Managers of Technology
This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance...
group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

PM 571 ................................................................. 3 credits

Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

TMGT 540 ............................................................. 3 credits

Management of R&D and Innovation Processes
This course explores the role of research and development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.

TMGT 550 ............................................................. 3 credits

Technology Transfer in the Global Economy
This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within global business to meet the goals of the strategic plan.

TMGT 590 ............................................................. 3 credits

Applications of Technology Management
This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.

Master of Management
The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful consulting practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive management consulting industry.

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/mm.

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

MM Program Category Requirements

Consulting, 3 total credits
MGT 527 ................................................................. 3 credits

Organizational Communications, 3 total credits
COM 537 ~ ......................................................... 3 credits

Leadership, 3 total credits
LDR 535 ~ ............................................................ 3 credits

Global Management, 3 total credits
MGT 538 ................................................................. 3 credits

Negotiation, 3 total credits
MGT 557 ~ ............................................................ 3 credits

Research, 3 total credits
QM 565 ~ ............................................................. 3 credits

Ethics and Social Responsibility, 3 total credits
MGT 567 ~ ............................................................ 3 credits

Business Law, 3 total credits
LAW 575 ~ ........................................................... 3 credits

Project Quality Management, 3 total credits
PM 586 ~ ............................................................. 3 credits

Project Quality Management

Budgetary Finance, 3 total credits
FIN 575 ~ ............................................................. 3 credits

Marketing Strategy

Public Relations, 3 total credits
MKT 575 ~ ............................................................ 3 credits

Organizational Design, 3 total credits
MKT 578 ~ ............................................................ 3 credits

Consulting Project, 3 total credits
MKT 598 ~ ............................................................ 3 credits

Additional Admission Requirements for the MM
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 MM

The degree requirements for this program are the following:

• A minimum of 42 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 Management

Residency Requirements and Course Waivers for the MM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses may not be waived from the degree program: MGT 527, MGT 598

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. The School of Advanced Studies has created a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. Our goal is to encourage students to enroll in doctoral programs at University of Phoenix.

In this 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.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MM

MGT 527 .................................................................................. 3 credits

Consulting

This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.

COM 537 .................................................................................. 3 credits

Organizational Communications

This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

LDR 535 .................................................................................. 3 credits

Leading Change

This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformational leadership.

MGT 538 .................................................................................. 3 credits

Managing in a Cross-cultural Environment

This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-cultural organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.

MGT 557 .................................................................................. 3 credits

Negotiation, Power, and Politics

This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.

QNT 565 .................................................................................. 3 credits

Research Methods, Design and Analysis

This course applies research and probability concepts to project management decisions. Students will evaluate feasibility, manage
risk, and measure outcomes for a project. Other topics include measures of central tendency & dispersion, program evaluation, research design, data sampling, and analysis & presentation.

MGT 567 ........................................................................................................ 3 credits

Ethics and Social Responsibility
This course prepares students to align an organization’s social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.

LAW 575 ........................................................................................................ 3 credits

Business Law for Consultants
This course prepares students to evaluate the legal risks associated with business consulting. Students will create proposals to manage an individual's legal exposure when performing consulting work. Other topics include the legal system, alternative dispute resolution, enterprise liability, international law, business risks, intellectual property, legal forms of business, and governance.

PM 586 ........................................................................................................ 3 credits

Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.

FIN 575 ........................................................................................................ 3 credits

Project Budget and Finance
This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.

MKT 575 ........................................................................................................ 3 credits

Marketing Strategy
This course prepares students to evaluate marketing and strategic choices of an organization. Students will analyze a series of case studies to recommend changes needed to achieve organizational marketing goals and strategy. Other topics include generic & grand strategies, strategic analysis, competitive advantage, consumer behavior, and branding.

MKT 578 ........................................................................................................ 3 credits

Public Relations
This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.

ORG 581 ........................................................................................................ 3 credits

Organizational Design
This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, entrepreneurship, and lateral organizations.

MGT 598 ........................................................................................................ 3 credits

Consulting Project
This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

Master of Science in Accountancy
The following Master of Science in Accountancy (MSA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Accountancy (MSA) provides the breadth of knowledge for the professional accountant. Students master the theory and principles that frame a wide range of problems and issues encountered in the accounting profession. This program is designed for accountants and non-accountants who are preparing for a professional certification in accounting such as the uniform Certified Public Accountant (CPA) exam. This degree will allow students to seek positions in such career areas as accounting, auditing, and budgeting.

The MSA consists of 36 credit hours. Thirty credit hours constitute the core curriculum which covers the following areas of accounting: accounting theory and research, accounting information systems, managerial accounting and legal aspects of business, internal control systems, financial reporting, auditing, taxation, not-for-profit and government accounting, forensic accounting, and accounting ethics. The core courses were designed based upon the standards proposed by the National Association of State Boards of Accountancy (NASBA). Additionally, six credit hours make up the financial accounting and communication proficiency courses. The proficiency courses are required for students who have not completed previous coursework in financial accounting or communications.

This program addresses the goals of the American Institute of Certified Public Accountants (AICPA) Vision Project for the professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills (The American Institute of Certified Public Accountants, 2007). In addition, the program meets the University of Phoenix learning goal of collaboration. A key feature of this program is the utilization of the CPA Test Prep software, which is integrated throughout the core program.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

California Students:
**The Master of Science in Accountancy (MSA) program does not meet all of the educational requirements set forth by the CA State Board of Accountancy to apply for a Certified Public Accounting License in the state of California or to sit for the CPA exam.

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/msa.

**MSA Required Course of Study**

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

**COM 530** .................................................................3 credits  
Communications for Accountants

**ACC 537** .................................................................3 credits  
Financial Accounting

**ACC 541 ~** ...............................................................3 credits  
Accounting Theory & Research

**ACC 542 ~** ...............................................................3 credits  
Accounting Information Systems

**ACC 543 ~** ...............................................................3 credits  
Managerial Accounting & Legal Aspects of Business

**ACC 544 ~** ...............................................................3 credits  
Internal Control Systems

**ACC 545 ~** ...............................................................3 credits  
Financial Reporting

**ACC 546 ~** ...............................................................3 credits  
Auditing

**ACC 547 ~** ...............................................................3 credits  
Taxation

**ACC 548 ~** ...............................................................3 credits  
Not-for-Profit & Government Accounting

**ACC 556 ~** ...............................................................3 credits  
Forensic Accounting

**ACC 557 ~** ...............................................................3 credits  
Accounting Ethics

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

**Additional Admission Requirements for the MSA**

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Degree Requirements for the MSA**

The degree requirements for this program are the following:

- A minimum of 36 graduate credits.
- A minimum program grade point average (GPA) of 3.0.

**Academic Progression Requirements for the MSA**

The competency course, ACC 537, must be satisfied prior to progressing into the MSA Core (ACC 541, ACC 542, ACC 543, ACC 544, ACC 545, ACC 546, ACC 548, ACC 556, ACC 557). The MSA competency course may be satisfied in the following ways:

- Successful completion of the University of Phoenix course, ACC 537.
- Successful completion of appropriate levels of undergraduate or graduate coursework from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution no more than 10 years prior to enrolling at the University. For ACC 537, the appropriate level is six semester hours at the upper division or three semester hours at the graduate level in financial accounting.

**Residency Requirements for the MSA**

The University requires completion of a minimum of 21 graduate level credits at the University to meet residency requirements. Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement. Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

**Course Competencies and Course Waivers for the MSA**

Eligible students may satisfy the 2 competency courses (ACC 537, COM 530) using one of the following methods:

- Six semester credits of upper-division undergraduate coursework or three semester credits of graduate coursework in financial accounting that meets the following requirements will satisfy ACC 537:
  - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,
  - The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date
- A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in the MSA Program.

Six semester credits of upper-division undergraduate coursework or three semester credits of graduate coursework in communications that meets the following requirements will satisfy COM 530:

- The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,
- The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date
- A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in the MSA Program.

In addition to satisfying the competency courses using one of the approved methods, students may also waive a maximum of nine
(9) credits in the MSA Core on the basis of prior graduate-level college coursework. The competency waivers do not apply toward the 9 credits waiver maximum.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: ACC 541

**Course Descriptions for the MSA**

**Communications for Accountants**

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

**Financial Accounting**

In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders’ equity, statement of cash flows, and error correction and accounting changes.

**Accounting Theory & Research**

This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, and a program overview.

**Accounting Information Systems**

In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

**Managerial Accounting & Legal Aspects of Business**

In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

**Internal Control Systems**

In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

**Financial Reporting**

This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

**Auditing**

In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

**Taxation**

In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

**Not-for-Profit & Government Accounting**

In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

**Forensic Accounting**

In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACC 557 .............................................................. 3 credits

Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
The College of Information Systems and Technology Programs offers the Master of Information Systems (MIS) degree.

**Master of Information Systems**

The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today’s information economy. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the development and management of business systems within the organization, to understand and apply the principles of systems analysis and design, to analyze and evaluate emerging information technologies, and to create project, risk, and information systems strategic plans.

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/mis.

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

**MIS Required Course of Study**

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<th>Course</th>
<th>Credits</th>
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<td>CMGT 530</td>
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<td>IT Organizational Behavior</td>
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<td>CSS 562</td>
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<td>Programming Concepts</td>
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<td>CIS 568</td>
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<td>Information Systems Concepts</td>
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<td>IT Infrastructure</td>
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<td>Systems Analysis &amp; Development</td>
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<td>CMGT 556 ~</td>
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<td>Enterprise Models</td>
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<td>Emerging Technologies &amp; Issues</td>
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<td>DBM 502 ~</td>
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<td>Database Management</td>
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<td>CMGT 575 ~</td>
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<td>CIS Project Management</td>
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<td>CMGT 578 ~</td>
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CIS Strategic Planning
CMGT 582 ~ ................................................................. 3 credits
Security & Ethics
CMGT 583 ~ ................................................................. 3 credits
IS Integration

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

**Additional Admission Requirements for the MIS**

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 a graduate degree from or 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 full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Requirements for the MIS**

The degree requirements for this program are the following:

- Completion of a minimum of 42 credits of the required course of study to meet University residency requirements.

- A minimum grade point average (GPA) of 3.0.

- The diploma awarded for this program will read as: Master of Information Systems

**Residency Requirements and Course Waivers for the MIS**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 27 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “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.

Students may satisfy CIS 568 Information Systems Concepts and CSS 562 Programming Concepts in the following ways:

• Successful completion of CIS 568 Information Systems Concepts and CSS 562 Programming Concepts.

• Comparable undergraduate or graduate coursework completed at University of Phoenix.

• Comparable undergraduate or graduate coursework completed within the past five (5) years at a regionally or nationally approved accredited college or university.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the required course of study may not be waived: CMGT 530, CMGT 583.

Course Descriptions for the MIS

CMGT 530  .....................................................................................3 credits

IT Organizational Behavior
This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethics. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

CSS 562  .....................................................................................3 credits

Programming Concepts
This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CIS 568  .....................................................................................3 credits

Information Systems Concepts
This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

BSA 500  .....................................................................................3 credits

Business Systems I
This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.

BSA 502  .....................................................................................3 credits

Business Systems II
This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

CMGT 554 .................................................................3 credits

IT Infrastructure
This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.

CMGT 555 .................................................................3 credits

System Analysis & Development
This course provides a solid background in analysis and design techniques for business system and application software development. Although System Development Life Cycle (SDL) is fundamental to the course, other methodologies and tools are examined from a managerial perspective.

CMGT 556 .................................................................3 credits

Enterprise Models
This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.

CMGT 557 .................................................................3 credits

Emerging Technologies & Issues
The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.

DBM 502 .................................................................3 credits

Database Management
The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.

CMGT 575 .................................................................3 credits

CIS Project Management
This course will provide both theory and application of the skills required for project management. Topics covered will include: identifying deliverables, determining work breakdown structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, pert and gantt charts. Ms project, a project management application, will be used extensively at this course.

CMGT 578 .................................................................3 credits

CIS Strategic Planning
This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need for and responsibilities of an Information Technology Steering Committee, the relationship of information systems planning to the overall organizational mission, goals and assessment of the organization’s current state, determination of information technology, project and management requirements, and the means of prioritizing and selecting information technology projects.

CMGT 582 .................................................................3 credits
Security & Ethics
The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583 ............................................................................... 3 credits

IS Integration
This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CIS 568 .................................................................................... 3 credits

Information Systems Concepts
This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.
CSS 562 .................................................................................... 3 credits

Programming Concepts
This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.
COLLEGE OF HEALTH SCIENCES AND NURSING

The College of Health Sciences and Nursing provides a blend of the business and management focus of health care with the clinical/delivery focus of nursing. Each academic program area will provide students with the insight and perspectives needed to support their specific career focus.

Health administration programs provide students with an opportunity to see the expansive scope and diversity of the health care industry. The associate and baccalaureate programs are designed to provide students with the foundational knowledge of management, finance, marketing, communication, health information systems and compliance and legal concepts. At the graduate level students will expand their focus to leadership, policy, quality and performance measures, economics and strategic management.

Students will also have the opportunity to expand their interests in career areas such as health information systems, electronic health records, long term care, emergency management, gerontology, or sustainability.

The nursing programs are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. The nursing degree programs have a blend of theory and practice, which fosters a learning environment that allows a nurse to build a knowledge base and effectively apply what they have learned. Students develop critical thinking and problem solving skills that are essential for clinical or leadership roles needed in today’s challenging health care environment. The graduate nursing programs focus on the specialty areas of nursing administration, nursing education and family nurse practitioner.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by The Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036 - 1120, (202) 887 6791. http://www.aacn.nche.edu/accreditation/

International Nursing Honor Society

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Health Sciences and Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 130,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society’s members are active in more than 90 countries and territories, and the 463 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 5,000 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicrondelta.net.

Academic Progression Requirements for all Current Nursing Programs

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
- Impaired means that a person's mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

- Substance abuse means:
  - the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
  - a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

- Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
  - to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
  - to submit to any “for cause” drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
  - to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

- Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

- The College of Health Sciences and Nursing requires students to obtain a 10 panel, plus alcohol drug test(s) if the student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

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- Failure to sign such agreement is grounds for refusal for student admission and progression in the program.
courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: Create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. 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/mha.

MHA Program Category Requirements

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

Program Introduction, 1 total credit
HCS 504 ~ ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ ........................................................................ 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 ~ ................................................................. 3 credits
Financial Management in Health Care

Economics, 3 total credits
HCS 552 ~ ................................................................. 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~ ................................................................. 3 credits
Measuring Performance Standards

Technology, 3 total credits
HCS 533 ~ ................................................................. 3 credits
Health Information Systems

Management/HR, 3 total credits
HCS 514 ~ ................................................................. 3 credits
Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~ ................................................................. 3 credits
Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~ ................................................................. 3 credits
Health Law and Ethics

Electives, 6 total credits
Students will select two courses from the following:
HCS 535 ~ ................................................................. 3 credits
Concepts of Population Health
HCS 539 ~ ................................................................. 3 credits
Marketing for Health Care
HCS 548 ~ ................................................................. 3 credits
Creating a Sustainable Health Care Organization

Health Administration, 9 total credits
HCS 525 ~ ................................................................. 3 credits
Leadership
HCS 529 ~ ................................................................. 3 credits
Contemporary Health Care Facility Design
HCS 542 ~ ................................................................. 3 credits
Health Care Research

Capstone, 3 total credits
HCS 589 ~ ................................................................. 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA

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 full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "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.
Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this 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.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA
• Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA
HCS 504 ...................................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 531 ...................................................................................3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
HCS 577 ...................................................................................3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 552 ...................................................................................3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.
HCS 588 ...................................................................................3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.
HCS 533 ...................................................................................3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 514 ................................................................. 3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 ................................................................. 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
HCS 545 ................................................................. 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.
HCS 535 ................................................................. 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 ................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 548 ................................................................. 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.
HCS 567 ................................................................. 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 587 ................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
HCS 591 ................................................................. 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
HCS 525 ................................................................. 3 credits

Leadership
This course examines organizational leadership in the context of the health care organization. Principles, theories and models of leadership are explored. Collaborative relationships, concepts of power and professional culture are explored. Students will articulate a personal vision of leadership and ways of providing direction within today's complex health care system.
HCS 529 ................................................................. 3 credits

Contemporary Health Care Facility Design
This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542 ................................................................. 3 credits

Health Care Research
This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 589 ................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in
The following Master of Health Administration Concentration in Education (MHA/ED) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. For more information about our graduation rates, the median debt completion of a 9 credit specialization in their area of interest, please visit our website at http://www.phoenix.edu/programs/mha.

MHA/ED Program Category Requirements

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

Program Introduction, 1 total credit
HCS 504 ~ ..................................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ ..................................................................................3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 ~ ..................................................................................3 credits
Financial Management in Health Care

Economics, 3 total credits
HCS 552 ~ ..................................................................................3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~ ..................................................................................3 credits
Measuring Performance Standards

Technology, 3 total credits
HCS 533 ~ ..................................................................................3 credits
Health Information Systems

Management/HR, 3 total credits
HCS 514 ~ ..................................................................................3 credits
Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~ ..................................................................................3 credits
Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~ ..................................................................................3 credits
Health Law and Ethics

Electives, 6 total credits
Students will select two courses from the following:
HCS 535 ~ ..................................................................................3 credits
Concepts of Population Health
HCS 539 ~ ..................................................................................3 credits
Marketing for Health Care
HCS 548 ~ ..................................................................................3 credits
Foundations of Gerontology
HCS 567 ~ ..................................................................................3 credits
Entrepreneurship in Health Care
HCS 587 ~ ..................................................................................3 credits
Creating Change within Organizations
HCS 591 ~ ..................................................................................3 credits
Creating a Sustainable Health Care Organization

Education Concentration, 9 total credits
HSN 540 ~ ..................................................................................3 credits
Teaching and Learning Strategies
HSN 544 ~ ..................................................................................3 credits
Design and Process of Curriculum Development
HCS 549 ~ ..................................................................................3 credits
Evaluation Methodology

Capstone, 3 total credits
HCS 589 ~ ..................................................................................3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA/ED

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 full-time, post-high school professional work experience within the past ten years.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/ED
• Completion of a minimum of 43 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/ED
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “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.
Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this 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.
All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/ED
• Students in this program are required to achieve a minimum grade of “B” (3.0) in following course: HCS 589. A “B-” grade is not acceptable. Students who fail to receive a minimum grade of “B” will be scholastically disqualified from the University.
• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/ED
HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 531 .................................................................................. 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
HCS 577 .................................................................................. 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 552 .................................................................................. 3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.
HCS 588 .................................................................................. 3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring
program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 ................................................................. 3 credits

**Health Information Systems**

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ................................................................. 3 credits

**Managing in Today's Health Care Organizations**

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 ................................................................. 3 credits

**Health Care Policy**

This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 ................................................................. 3 credits

**Health Law and Ethics**

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 ................................................................. 3 credits

**Concepts of Population Health**

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and deterrents of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 ................................................................. 3 credits

**Marketing for Health Care**

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 ................................................................. 3 credits

**Foundations of Gerontology**

This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 567 ................................................................. 3 credits

**Entrepreneurship in Health Care**

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 ................................................................. 3 credits

**Creating Change Within Organizations**

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 ................................................................. 3 credits

**Creating a Sustainable Health Care Organization**

This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HSN 540 ................................................................. 3 credits

**Teaching and Learning Strategies**

This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 544 ................................................................. 3 credits

**Design and Process of Curriculum Development**

Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HCS 549 ................................................................. 3 credits

**Evaluation Methodology**

This course provides the student with the research methodology for health services research. Models of evaluation are examined and components such as stakeholder analysis, cost benefit effectiveness, decision modeling, and statistical techniques are applied to decision making in health care organizations.

HCS 589 ................................................................. 3 credits

**Health Care Strategic Management**

This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

**Master of Health Administration Concentration in**
Gerontology

The following Master of Health Administration Concentration in Gerontology (MHA/GER) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. 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/mha.

MHA/GER Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Introduction, 1 total credit
HCS 504 ~ ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ ........................................................................ 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 ~ ........................................................................ 3 credits
Financial Management in Health Care

Economics, 3 total credits
HCS 552 ~ ........................................................................ 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~ ........................................................................ 3 credits
Measuring Performance Standards

Technology, 3 total credits
HCS 533 ~ ........................................................................ 3 credits
Health Information Systems

Management/HR, 3 total credits
HCS 514 ~ ........................................................................ 3 credits
Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~ ........................................................................ 3 credits
Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~ ........................................................................ 3 credits
Health Law and Ethics

Electives, 6 total credits
Students will select two courses from the following:
HCS 535 ~ ........................................................................ 3 credits
Concepts of Population Health
HCS 539 ~ ........................................................................ 3 credits
Marketing for Health Care
HCS 567 ~ ........................................................................ 3 credits
Entrepreneurship in Health Care
HCS 587 ~ ........................................................................ 3 credits
Creating Change within Organizations
HCS 591 ~ ........................................................................ 3 credits
Creating a Sustainable Health Care Organization

Gerontology Concentration, 9 total credits
HCS 548 ~ ........................................................................ 3 credits
Foundations of Gerontology
HCS 551 ~ ........................................................................ 3 credits
Biological and Psychological Aspects of Aging
HCS 557 ~ ........................................................................ 3 credits
Social and Cultural Aspects of Aging

Capstone, 3 total credits
HCS 589 ~ ........................................................................ 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA/GER
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 full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Degree Requirements for the MHA/GER

• Completion of a minimum of 43 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this 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.

All credit-bearing doctoral courses must be completed with a grade of “B” or better. Students who earn a grade lower than a “B” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/GER

• Students in this program are required to achieve a minimum grade of “B” (3.0) in following course: HCS 589. A “B-” grade is not acceptable. Students who fail to receive a minimum grade of “B” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/GER

HCS 504 ......................................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ..........................................................................................3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ..........................................................................................3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 552 ..........................................................................................3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 ..........................................................................................3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 ..........................................................................................3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 514 .................................................................................. 3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 .................................................................................. 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
HCS 545 .................................................................................. 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.
HCS 535 .................................................................................. 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 .................................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 567 .................................................................................. 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 587 .................................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
HCS 591 .................................................................................. 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
HCS 548 .................................................................................. 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.
HCS 551 .................................................................................. 3 credits

Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.
HCS 557 .................................................................................. 3 credits

Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
HCS 589 .................................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Informatics
The following Master of Health Administration Concentration in Informatics (MHA/INF) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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
The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality performance measures, decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. 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/mha.

MHA/INF Program Category Requirements

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

Program Introduction, 1 total credit
HCS 504 Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 Financial Management in Health Care

Economics, 3 total credits
HCS 552 Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 Measuring Performance Standards

Technology, 3 total credits
HCS 533 Health Information Systems

Management/HR, 3 total credits
HCS 514 Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 Health Law and Ethics

Electives, 6 total credits
Students will select two courses from the following:
HCS 535 Concepts of Population Health
HCS 539 Marketing for Health Care
HCS 548 Foundations of Gerontology
HCS 567 Entrepreneurship in Health Care
HCS 587 Creating Change within Organizations
HCS 591 Creating a Sustainable Health Care Organization

Informatics Concentration, 9 total credits
HCS 500 Concepts of Health Care Informatics
HCS 510 Systems Life Cycle
HCS 520 Data Management and Design

Capstone, 3 total credits
HCS 589 Creating a Sustainable Health Care Organization

Degree Requirements for the MHA/INF

• A minimum program grade point average (GPA) of 3.0.

• Completion of a minimum of 43 credits.

• A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Additional Admission Requirements for the MHA/INF

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.

• An undergraduate degree posted transcript is required for admission.
Residency Requirements and Course Waivers for the MHA/INF

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived:

- HCS 504
- HCS 589

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this 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.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-"will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/INF

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/INF

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

Health Care Economics

This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ................................................................................... 3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 ................................................................................... 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policy making will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 ................................................................................... 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 ................................................................................... 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detrimental of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 ................................................................................... 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 ................................................................................... 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspects of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 567 ................................................................................... 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 ................................................................................... 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 ................................................................................... 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 590 ................................................................................... 3 credits

Concepts of Health Care Informatics
This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCS 510 ................................................................................... 3 credits

Systems Life Cycle
This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCI 520 ................................................................................... 3 credits

Data Management and Design
This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for health care information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

HCS 589 ................................................................................... 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management.

The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Sustainability Management

The following Master of Health Administration Concentration in Sustainability Management (MHA/SUS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest.

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/mha.

MHA/SUS Program Category Requirements

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

Program Introduction, 1 total credit
HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ ........................................................... 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits
HCS 577 ~ ........................................................... 3 credits
Financial Management in Health Care

Economics, 3 total credits
HCS 552 ~ ........................................................... 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits
HCS 588 ~ ........................................................... 3 credits
Measuring Performance Standards

Technology, 3 total credits
HCS 533 ~ ........................................................... 3 credits
Health Information Systems

Management/HR, 3 total credits
HCS 514 ~ ........................................................... 3 credits
Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits
HCS 550 ~ ........................................................... 3 credits

Health Care Policy

Legal and Ethics, 3 total credits
HCS 545 ~ ........................................................... 3 credits
Health Law and Ethics

Electives, 6 total credits

Students will select two courses from the following:
HCS 535 ~ ........................................................... 3 credits
Concepts of Population Health
HCS 539 ~ ........................................................... 3 credits
Marketing for Health Care
HCS 548 ~ ........................................................... 3 credits
Foundations of Gerontology
HCS 567 ~ ........................................................... 3 credits
Entrepreneurship in Health Care
HCS 587 ~ ........................................................... 3 credits
Creating Change within Organizations

Sustainability Management Concentration, 9 total credits
HCS 591 ~ ........................................................... 3 credits
Creating a Sustainable Health Care Organization
HCS 593 ~ ........................................................... 3 credits
Economics of Sustainability
HCS 596~ .............................................................. 3 credits
Issues in Environmental Sustainability

Capstone, 3 total credits
HCS 589 ~ ........................................................... 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA/SUS

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 full-time, post-high school professional work experience within the past ten years.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/SUS

• Completion of a minimum of 43 credits.

• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Health Administration
• Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/SUS
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In this 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.
All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/SUS
• Students in this program are required to achieve a minimum grade of “B” (3.0) in following course: HCS 589. A “B-” grade is not acceptable. Students who fail to receive a minimum grade of “B” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/SUS
HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
HCS 531 ................................................................................. 3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
HCS 577 ................................................................................. 3 credits

Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 552 ................................................................................. 3 credits

Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.
HCS 588 ................................................................................. 3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.
HCS 533 ................................................................................. 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.
HCS 514 ................................................................. 3 credits

Managing in Today's Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 550 ................................................................. 3 credits

Health Care Policy
This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.
HCS 545 ................................................................. 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.
HCS 535 ................................................................. 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
HCS 539 ................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 548 ................................................................. 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.
HCS 567 ................................................................. 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 587 ................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
HCS 591 ................................................................. 3 credits

Creating a Sustainable Health Care Organization
This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.
HCS 593 ................................................................. 3 credits

Economics of Sustainability
This course examines the economic issues related to the management of resources in the creation of lean/green environmentally focused organizations. Topics include financial implications, economic analysis of sustainable goods and services, as well as measures collaborating with external programs and services.
HCS 596 ................................................................. 3 credits

Issues in Environmental Sustainability
Sustainability strategies are evolving and transforming the landscape of health care. This course will explore the impact of technology, regulations, societal and community interactions, and use of evidenced-based knowledge to support environmental sustainability.
HCS 589 ................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Science in Nursing Concentration in Nurse Administration
The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for
more information. .................................................................

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and education settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

*The Masters of Science degree programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

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/msn-adm.

**MSN/ADM Required Course of Study**

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

- HSN 505 ~ Introduction to Graduate Studies in Nursing
  - 2 credits
- NSG 510 ~ Theoretical Foundations of Nursing Roles and Practice
  - 3 credits
- NSG 515 ~ Nursing Research and Evidence-Based Practice
  - 3 credits
- NSG 520 ~ Nursing Leadership
  - 3 credits
- NSG 550 ~ Role of the Nurse Administrator
  - 3 credits
- HSN 525 ~ Research Methodologies for the Nurse Administrator
  - 4 credits
- HSN 555 ~ Human Resources in Health Care
  - 3 credits
- HSN 565 ~ Organizational Systems and Informatics
  - 3 credits
- HSN 565 ~ Organizational Change and Negotiation
  - 3 credits
- HSN 570 ~ Financial Resource Management
  - 3 credits
- HSN 575 ~ Quality Management and Outcomes
  - 4 credits
- NSG 580 ~ Practicum
  - 4 credits

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

**Additional Admission Requirements for the MSN/ADM**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing 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. 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.
- Current employment is not a requirement for admission.
- For all students starting 7/1/2012 - Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Marianas Islands
  - US Virgin Islands
- Effective 11/1/06, nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the Florida for admissions, as mandated by the Florida State Board of Nursing. Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

**Degree Requirements for the MSN/ADM**

- Completion of a minimum of 38 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  - Master of Science in Nursing

**Academic Progression Requirements for the MSN/ADM**

- Minimum grade of B- or better in all graduate level courses.
- For all students starting 7/1/2012 - Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.
Clinical experiences/hours cannot be completed during work time at the student's place of employment.

Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

Minimum Grade Requirements for the MSN/ADM

All graduate level MSN courses must be completed with a grade of B- or better. Students who do not pass these classes with a grade of B- or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension.

Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 8 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally 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: HSN 505, NSG 510, NSG 520, NSG 550, NSG 580. The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Additional Academic Program Re-Entry Policies for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who fail to meet the minimum grade requirement after one year, who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the MSN/ADM

HSN 505 ................................................................................... 2 credits
Introduction to Graduate Studies in Nursing

This course presents the University of Phoenix model and learning goals. A key focus of this course is an introduction to the role of masters-prepared nurses in professional practice. Topics include working in learning teams, academic honesty, graduate-level oral and written communication, APA guidelines, and professional presentations.

NSG 510 ................................................................................... 3 credits
Theoretical Foundations of Nursing Roles and Practice

This course introduces the Division of Nursing’s philosophical framework for professional practice. Topics include theories and models of the interrelated roles of the nurse as researcher, practitioner, and leader.

NSG 515 ................................................................................... 3 credits
Nursing Research and Evidence-Based Practice

This course focuses on research and evidence-based practice in nursing science. A key focus is the process of translating knowl-
Role of the Nurse Administrator
This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.

Human Resources in Health Care
This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

Organizational Systems and Informatics
This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.

Financial Resource Management
This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.

Quality Management and Outcomes
This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

Practicum
This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.

Master of Science in Nursing Concentration in Nurse Administration Bridge
The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and education settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

*The Masters of Science degree programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

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/msn-adm.

MSN/ADM Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Introduction to Graduate Studies in Nursing
NSG 397 ~ 3 credits
Professional Nursing Role
NSG 415 ~ 3 credits
Theory-Based Nursing Practice
NSG 455 ~ 3 credits
Evidence-Based Practice and Statistics
NSG 541 ~ 3 credits
Theoretical Foundations of Nursing Roles and Practice
NSG 545 ~ 3 credits
Nursing Research and Evidence-Based Practice
NSG 520 ~ 3 credits
Nursing Leadership
NSG 550 ~ 3 credits
Role of the Nurse Administrator
HSN 528 ~ 4 credits
Research Methodologies for the Nurse Administrator
HSN 555 ................................................................. 3 credits
Human Resources in Health Care
HSN 560 ................................................................. 3 credits
Organizational Systems and Informatics
HSN 565 ................................................................. 3 credits
Organizational Change and Negotiation
HSN 570 ................................................................. 3 credits
Financial Resource Management
HSN 575 ................................................................. 4 credits
Quality Management and Outcomes
NSG 580 ................................................................. 4 credits
Practicum

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

Additional Admission Requirements for the MSN/ADM
All applicants are expected to meet the following admissions requirements:

• An undergraduate degree with an upper division major in nursing 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. 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.

• Current employment is not a requirement for admission.

• For all students starting 7/1/2012 - Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/ADM

• Completion of a minimum of 47 credits.

• A minimum program grade point average (GPA) of 3.0.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  - Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

• Students enrolling in the MSN bridge program must complete the three MSN bridge courses in these content areas: Theory, Evidence-Based Practice, and Assessment, with a C or better in each course prior to enrolling in NSG 510 - Role-Based Nursing Practice.

• Minimum grade of B- or better in all graduate level courses.

• For all students starting 7/1/2012 - Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

• Clinical experiences/hours cannot be completed during work time at the student’s place of employment.

• Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.

• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

Minimum Grade Requirements for the MSN/ADM

• All MSN bridge courses must be completed with a grade of C or better. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be placed on scholastic suspension and will not be able to continue in the MSN program.

• All graduate level MSN courses must be completed with a grade of B- or better. Students who do not pass these classes with a grade of B- or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.

• All graduate level MSN courses must be completed with a grade of B- or better. Students who do not pass these classes with a grade of B- or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension.
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• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 8 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past 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: HSN 505, NSG 510, NSG 520, NSG 550, NSG 580.

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program.

Additional Academic Program Re-Entry Policies for the MSN/ADM

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

• Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

• Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the MSN/ADM

HSN 509 ................................................................................... 2 credits

Introduction to Graduate Studies in Nursing

This course presents the University of Phoenix model and learning goals. A key focus of this course is an introduction to the role of masters-prepared nurses in professional practice. Topics include working in learning teams, academic honesty, graduate-level oral and written communication, APA guidelines, and professional presentations.

NSG 397 ................................................................................... 3 credits

Professional Nursing Role

This course introduces the Division of Nursing’s philosophical framework for professional practice and the interrelated roles of the nurse as practitioner, leader, and researcher. Topics include critical thinking, clinical judgment, and professional values and responsibilities. A key focus is the behaviors necessary for professional and academic accountability.

NSG 415 ................................................................................... 3 credits

Theory-Based Nursing Practice

This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of the generalist nurse are presented within the frameworks of Watson’s theory of human caring and Benner’s theory of novice to expert.

NSG 455 ................................................................................... 3 credits

Evidence-Based Practice and Statistics

This course emphasizes the role of evidence-based practice in the nursing profession. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research designs. The key concept is the role of the nurse as researcher.

NSG 510 ................................................................................... 3 credits

Theoretical Foundations of Nursing Roles and Practice

This course introduces the Division of Nursing’s philosophical framework for professional practice. Topics include theories and models of the interrelated roles of the nurse as researcher, practitioner, and leader.

NSG 515 ................................................................................... 3 credits

Nursing Research and Evidence-Based Practice

This course focuses on research and evidence-based practice in nursing science. A key focus is the process of translating knowledge from research into clinical guidelines. Topics include research methodologies and designs, statistical measures, and the role of the nurse as scientist.

NSG 520 ................................................................................... 3 credits

Nursing Leadership

This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one’s personal identity as a nurse leader. Topics include complexities in global health care, delivery systems, leadership in the current health care environment, and the future of nursing. Students
Role of the Nurse Administrator
This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.

Research Methodologies for the Nurse Administrator
This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.

Human Resources in Health Care
This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.

Organizational Systems and Informatics
This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.

Organizational Change and Negotiation
The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.

Financial Resource Management
This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.

Quality Management and Outcomes
This course focuses on quality management initiatives for improving health care outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.

Practicum
This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.
Practicum
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree with an upper division major in nursing 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. 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.
• Current employment is not a requirement for admission.
• For all students starting 7/1/2012 - Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/NED
• Completion of a minimum of 38 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED
• Minimum grade of B- or better in all graduate level courses.
• For all students starting 7/1/2012 - Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.
• Clinical experiences/hours cannot be completed during work time at the student's place of employment.

Minimum Grade Requirements for the MSN/NED
• All graduate level MSN courses must be completed with a grade of B- or better. Students who do not pass these classes with a grade of B- or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension.
• Students must successfully complete NSG 580 with a B- or better. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

Residency Requirements and Course Waivers for the MSN/NED
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 8 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previ-
ous 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: HSN 505, NSG 510, NSG 520, NSG 525, NSG 580. The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program.

**Additional Academic Program Re-Entry Policies for the MSN/NED**

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.
- Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

**Course Descriptions for the MSN/NED**

**HSN 505** ................................................................. 2 credits

*Introduction to Graduate Studies in Nursing*

This course presents the University of Phoenix model and learning goals. A key focus of this course is an introduction to the role of masters-prepared nurses in professional practice. Topics include working in learning teams, academic honesty, graduate-level oral and written communication, APA guidelines, and professional presentations.

**NSG 510** ................................................................. 3 credits

*Theoretical Foundations of Nursing Roles and Practice*

This course introduces the Division of Nursing’s philosophical framework for professional practice. Topics include theories and models of the interrelated roles of the nurse as researcher, practitioner, and leader.

**NSG 515** ................................................................. 3 credits

*Nursing Research and Evidence-Based Practice*

This course focuses on research and evidence-based practice in nursing science. A key focus is the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, and the role of the nurse as scientist.

**NSG 520** ................................................................. 3 credits

*Nursing Leadership*

This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one’s personal identity as a nurse leader. Topics include complexities in global health care, delivery systems, leadership in the current health care environment, and the future of nursing. Students begin developing a project to be finalized and presented in the capstone course.

**NSG 525** ................................................................. 3 credits

*Role of the Nurse Educator*

This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.

**NSG 530** ................................................................. 4 credits

*Theory and Principles of Nursing Education*

This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.

**NSG 535** ................................................................. 3 credits

*Curriculum Development*

This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.

**NSG 540** ................................................................. 3 credits

*Instructional Design and Technology*

This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.

**NSG 545** ................................................................. 3 credits

*Assessment, Measurement, and Evaluation*

This course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

**NSG 550** ................................................................. 4 credits

*An Integrated Approach to Pathophysiology and Pharmacology*

This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse’s role in health promotion and disease management.

**NSG 505** ................................................................. 3 credits
Comprehensive Health Assessment
This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, socio-cultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.

NSG 580 ................................................................. 4 credits

Practicum
This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and education settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Concentrations in nursing administration, nursing education, or family nurse practitioner allow students to concentrate on developing increased knowledge and skills in a specific area of content or advanced practice role.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791.

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/msn-ned.

MSN/NED Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.
HSN 505 ................................................................. 2 credits
Introduction to Graduate Studies in Nursing
NSG 397 ~ ............................................................. 3 credits
Professional Nursing Role
NSG 415 ~ ............................................................. 3 credits
Theory-Based Nursing Practice
NSG 455 ~ ............................................................. 3 credits
Evidence-Based Practice and Statistics
NSG 510 ~ ............................................................. 3 credits
Theoretical Foundations of Nursing Roles and Practice
NSG 515 ~ ............................................................. 3 credits
Nursing Research and Evidence-Based Practice
NSG 520 .................. ............................................... 3 credits
Nursing Leadership
NSG 525 ~ ............................................................. 3 credits
Role of the Nurse Educator
NSG 530 ~ ............................................................. 4 credits
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NSG 580 ~ ............................................................. 4 credits
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Additional Admission Requirements for the MSN/NED
All applicants are expected to meet the following admissions requirements:
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Master of Science in Nursing
Academic Progression Requirements for the MSN/NED
• Students enrolling in the MSN bridge program must complete the three MSN bridge courses in these content areas: Theory, Evidence-Based Practice, and Assessment, with a C or better in each course prior to enrolling in NSG 510 - Role-Based Nursing Practice.
• Minimum grade of B- or better in all graduate level courses.
• For all students starting 7/1/2012 - Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.
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• Students must successfully complete NSG 580 with a B- or better. Students have a maximum of three attempts to meet the minimum grade requirement. Students who do not pass this class on the first attempt will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be placed on scholastic suspension and will be withdrawn from the program. Students must sit out for six months after the second unsuccessful attempt. Once the student has sat out six months, the student may submit to SAC to appeal for a third attempt. If students do not meet the minimum grade requirement after the third attempt, the student will be Scholastically Suspended.
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Residency Requirements and Course Waivers for the MSN/ NED
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• Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.
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### Course Descriptions for the MSN/NED

<table>
<thead>
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</thead>
<tbody>
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<tr>
<td>NSG 520</td>
<td>Comprehensive Health Assessment</td>
<td>3 credits</td>
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<tr>
<td>NSG 535</td>
<td>Role of the Nurse Educator</td>
<td>3 credits</td>
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<tr>
<td>NSG 530</td>
<td>Curriculum Development</td>
<td>2 credits</td>
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<tr>
<td>NSG 540</td>
<td>Instructional Design and Technology</td>
<td>3 credits</td>
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<tr>
<td>NSG 545</td>
<td>Assessment, Measurement, and Evaluation</td>
<td>3 credits</td>
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<tr>
<td>NSG 500</td>
<td>An Integrated Approach to Pathophysiology and Pharmacology</td>
<td>4 credits</td>
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<tr>
<td>NSG 580</td>
<td>Comprehensive Health Assessment</td>
<td>4 credits</td>
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**Role of the Nurse Educator**
This course examines the role of the nurse educator in research, education, community, service, and practice. Topics focus on emerging trends and issues that influence nursing education and the rights and responsibilities inherent in educational positions. This course requires 20 hours of clinical practicum.

**Theory and Principles of Nursing Education**
This course focuses on andragogy, educational frameworks, and learning theories. A key focus is for nurse educators to understand how students acquire knowledge. Topics include teaching strategies in diverse settings for nursing education. This course requires 20 hours of clinical practicum.

**Curriculum Development**
This course focuses on curriculum design and development theories and research. A key focus is preparing educators to meet learning needs of students in changing social, cultural, and technological environments. Topics focus on aligning curriculum and course design to program mission, objectives, and outcomes. This course requires 20 hours of clinical practicum.

**Instructional Design and Technology**
This course examines instructional design and development theories and research as a necessary foundation for meeting goals of outcome-based curriculum. Topics include current instructional design models and learning theories. Students apply the systematic process of analysis, design, development, implementation, and evaluation to create instructional products and solutions. This course requires 20 hours of clinical practicum.

**Assessment, Measurement, and Evaluation**
The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of clinical practicum.

**An Integrated Approach to Pathophysiology and Pharmacology**
This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse’s role in health promotion and disease management.

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**Course Descriptions for the MSN/NED**

- **Introduction to Graduate Studies in Nursing**
  - This course presents the University of Phoenix model and learning goals. A key focus of this course is an introduction to the role of masters-prepared nurses in professional practice. Topics include working in learning teams, academic honesty, graduate-level oral and written communication, APA guidelines, and professional presentations.

- **Professional Nursing Role**
  - This course introduces the Division of Nursing’s philosophical framework for professional practice and the interrelated roles of the nurse as practitioner, leader, and researcher. Topics include critical thinking, clinical judgment, and professional values and responsibilities. A key focus is the behaviors necessary for professional and academic accountability.

- **Theory-Based Nursing Practice**
  - This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of the generalist nurse are presented within the frameworks of Watson’s theory of human caring and Benner’s theory of novice to expert.

- **Evidence-Based Practice and Statistics**
  - This course emphasizes the role of evidence-based practice in the nursing profession. Topics include formulating research questions, collecting, summarizing, and interpreting data; and understanding the elements of research designs. The key concept is the role of the nurse as researcher.

- **Theoretical Foundations of Nursing Roles and Practice**
  - This course introduces the Division of Nursing’s philosophical framework for professional practice. Topics include theories and models of the interrelated roles of the nurse as researcher, practitioner, and leader.

- **Nursing Research and Evidence-Based Practice**
  - This course focuses on research and evidence-based practice in nursing science. A key focus is the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, and the role of the nurse as scientist.

- **Nursing Leadership**
  - This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one’s personal identity as a nurse leader. Topics include complexities in global health care, delivery systems, leadership in the current health care environment, and the future of nursing. Students begin developing a project to be finalized and presented in the capstone course.

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University of Phoenix, 2014-2015
Practicum
This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.

Master of Science in Nursing/Family Nurse Practitioner

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process then complete the Family Nurse Practitioner (FNP) course sequence. The FNP courses focus on the health care needs of people through the life span. Graduates of the FNP program are prepared for independent and collaborative decision making in health promotion and maintenance, with an emphasis on primary care across the life span. Graduates are eligible to take the National Certification Exam.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791

For more information about our graduation rates, the median debt and other information, please visit our website at http://www.phoenix.edu/programs/msn-fnp.

Program Category Requirements and Course Selections

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

Introduction, 1 Total Credit
HCS 504  ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Theory, 3 Total Credits
NUR 513  ................................................................. 3 credits
Theoretical Foundations of Practice

Research, 3 Total Credits
NUR 518  ................................................................. 3 credits
Analysis of Research Reports

Pharmacology, 3 Total Credits
HCS 507  ................................................................. 3 credits
Advanced Pharmacotherapeutics

Pathophysiology, 4 Total Credits
HCS 510  ................................................................. 4 credits
Advanced Pathophysiology

Role, 3 Total Credits
NRP 505  ................................................................. 3 credits
Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits
NRP 516  ................................................................. 4 credits
Advanced Health Assessment

Clinical and Practicum, 6 Total Credits
NRP 552  ................................................................. 2 credits
Clinical Procedures
NRP 566  ................................................................. 4 credits
Preceptorship

Leadership, 3 Total Credits
NUR 550  ................................................................. 3 credits
Issues in Advanced Practice

Pediatrics, 5 Total Credits
NRP 540  ................................................................. 5 credits
Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits
NRP 545A  .............................................................. 4 credits
Adult and Geriatric Management
NRP 545B  .............................................................. 4 credits
Adult and Geriatric Management

Women’s Health, 4 Total Credits
NRP 560  ................................................................. 4 credits
Management of Women’s Health Issues

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

Additional Admission Requirements for the MSN/FNP

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript is required for admission.

• Current employment is not a requirement for admission.

• FNP Program Manager’s signature on the applicant's Program Eligibility Verification form, after review of essay, transcripts, and resume. Evidence that these requirements have been met must be uploaded along with the Program Eligibility Verification form.

• Equivalent grade of “B-” or better in undergraduate core science courses, such as biology, pathophysiology, chemistry, biochemistry, and anatomy and physiology.
• A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one year experience (from the two years clinical based RN experience) in the past five years, in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER). The remaining year can be fulfilled with health care experience.

• Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

• Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/1 does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

• Signed Professional Non-Academic Requirement form

• Signed Criminal Background Check Disclosure

• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

• Signed FERPA Release/Drug Test or Failure to Test Results

Additional Academic Progression Requirements for the MSN/ FNP

• Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade. Withdrawal from a course resulting in a WF grade will be counted as an attempt.

• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a "B" or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.

• Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, NUR 550, NRP 516, HCS 510, HCS 507

• Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 545A, NRP 545B, NRP 540, NRP 560, NRP 566

• Following completion of the clinical courses NRP 545A, NRP 545B, NRP 540 and NRP 560, students may progress to NRP 566 Preceptorship.

• The verification of the background check must be completed by the end of HCS 510.

• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/FNP

• If students do not pass the bridge courses NUR 403, NUR 443 and NUR 440 with a "B" or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed one attempt to repeat each class once. If the student withdraws from the course and receives a WF or a passing grade is not earned, the student will be scholastically suspended, permanently withdrawn, from this program. The student will not be permitted to continue in the program unless an additional attempt is approved by the College of Health Sciences and Nursing through the submission of a student appeal.

• All students are required to earn a minimum grade of "B" in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing practitioner course. If a passing grade is not earned or if the student withdraws from the course and receives a WF grade, the student will be scholastically suspended, permanently withdrawn, from the program. The student will not be permitted to continue in the program unless an additional attempt is approved by the College of Health Sciences and Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification or in which a WF grade was earned one time. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550

• A student who has been scholastically disqualified from the program because of failure to meet the grade requirements in a nurse practitioner course may reenter the program only with the approval of the Campus College Chair and Nurse Practitioner Program Coordinator.
• Upon reentry into the program, students must first successfully complete any requirements determined by the Campus College Chair and Nurse Practitioner Program Coordinator before repeating the course in which the "B" or below was received. The student may then proceed sequentially through the program.

Degree Requirements for the MSN/FNP
• Completion of a minimum of 47 credits (56 credits for MSN / FNP bridge).
• A minimum program grade point average (GPA) of 3.0. Grades earned in MSN/FNP bridge courses are calculated in the MSN/FNP grade point average (GPA).
• Satisfactory completion of NRP 566 Preceptorship
• The diploma awarded for this program will read as: Master of Science in Nursing
Family Nurse Practitioner

Residency Requirements and Course Waivers for the MSN/FNP
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 38 credits in the Required Course of Study, must be completed at University of Phoenix.

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: HCS 504 and NRP 566

Additional Academic Program Re-Entry Policies for the MSN/FNP
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry. Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Additional Academic Program Re-entry Policies for the MSN/FNP
All students who withdraw from their registered degree program of study for a period of one year or more will be required to follow the admission and degree requirements and policies published in the catalog which is in effect at the time of re-entry.

Course Descriptions for the MSN/FNP

HCS 504 ................................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
NUR 513................................................................. 3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518................................................................. 3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.
HCS 507................................................................. 3 credits
Advanced Pharmacotherapeutics
This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.
HCS 510.................................................................. 4 credits
Advanced Pathophysiology
This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.
NRP 505................................................................. 3 credits
Role of the Advanced Practice Nurse
This course emphasizes the history and development of advanced
practicing nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as they relate to advanced practice nursing.

NRP 516 ......................................................................................... 4 credits

Advanced Health Assessment
Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 552 .......................................................................................... 2 credits

Clinical Procedures
This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 566 ......................................................................................... 4 credits

Preceptorship
This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NUR 550 ......................................................................................... 3 credits

Issues in Advanced Practice
This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NRP 540 ......................................................................................... 5 credits

Management of Pediatric and Adolescent Populations
This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 545A ......................................................................................... 4 credits

Adult and Geriatric Management
This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 545B ......................................................................................... 4 credits

Adult and Geriatric Management
This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 560 ......................................................................................... 4 credits

Management of Women’s Health Issues
This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women’s health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women’s health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.

NUR 403 ......................................................................................... 3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 443 ......................................................................................... 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 ......................................................................................... 3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Master of Science in Nursing and Master of Health Administration

The following Master of Science in Nursing and Master of Health Administration (MSN/MHA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The MSN/MHA program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, is designed to provide nurses with a unique blend of advanced nursing and healthcare related
business skills to manage in today’s evolving health care delivery systems. The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care.

The MSN program is designed for those nurses who want to pursue more advanced positions in today’s challenging health care environment. The program blends nursing theory and advanced practice concepts necessary to successful work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of the Master of Science in Nursing degree: the theory of nursing influence, influence of nursing research, and on the advanced practice of nursing. The major includes advanced course work in nursing: management of families and aggregates, administration, and education. The cognate is fulfilled through the MHA program content.

The MHA curriculum focuses on the content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students complete course work in concepts related to public health, long term care and health care informatics. Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791 of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-mha.

**MSN/MHA Required Course of Study**

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

- HCS 504 ~ ........................................................................... 1 credit
- HCS 531 ~ ........................................................................... 3 credits
- HCS 533 ~ ........................................................................... 3 credits
- HCS 545 ~ ........................................................................... 3 credits
- HCS 577 ~ ........................................................................... 3 credits
- HCS 587 ~ ........................................................................... 3 credits
- Concepts of Population Health
- HCS 545 ~ ........................................................................... 3 credits
- Health Law and Ethics
- HCS 539 ~ ........................................................................... 3 credits
- Entrepreneurship in Health Care
- NUR 513 ~ ........................................................................... 3 credits
- Theoretical Foundations of Practice
- NUR 518 ~ ........................................................................... 3 credits
- Analysis of Research Reports
- NUR 531 ~ ........................................................................... 3 credits
- Influencing the Future of Nursing and Health Care
- HCS 587 ~ ........................................................................... 3 credits
- Creating Change within Organizations
- NUR 588 ~ ........................................................................... 3 credits
- Developing and Evaluating Educational Programs
- NUR 590A ~ ........................................................................... 1 credit
- Nursing Practicum - A
- NUR 542 ~ ........................................................................... 2 credits
- Dynamics of Family Systems
- HCS 588 ~ ........................................................................... 3 credits
- Measuring Performance Standards
- NUR 590B ~ ........................................................................... 2 credits
- Nursing Practicum - B
- NUR 598 ~ ........................................................................... 3 credits
- Research Utilization Project
- NUR 598 ~ ........................................................................... 3 credits

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

**Nursing Practicum/ Clinical Hours**

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

**Additional Admission Requirements for the MSN/MHA**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing 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. 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.
- Current employment in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
• Applicants must reside in the United States or in one of the U.S. Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

• Non-military students who enroll in the MSN/MHA program while living in the US and then move outside of the U.S. and its territories will not be eligible to continue in the program. To continue pursuing nursing coursework, the student must change to the International version of the university’s MSN degree. Students must sign a new Enrollment Agreement for the international version of the degree. Students must:
  1. notify their campus representative within thirty (30) days of their moving outside the country;
  2. update their profile to reflect the new international address; and
  3. have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/MHA
• Completion of a minimum of 54 credits (63 credits for the MSN/MHA bridge).
• A minimum program grade point average (GPA) of 3.0.
  Grades earned in MSN/MHA bridge courses are calculated in the MSN/MHA grade point average (GPA).
• Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas awarded for this program will read as follows:
  Master of Science in Nursing
  Master of Health Administration

Additional Academic Progression Requirements for the MSN/MHA
• Students enrolled in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/MHA
• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Health Sciences and Nursing.

Residency Requirements and Course Waivers for the MSN/MHA
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 42 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students enrolled in the MSN/MHA Bridge may waive the nine (9) undergraduate bridge credits (NUR 403, NUR 443, and NUR 440) in addition to waiving a maximum of 12 credits from their Required Course of Study.

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: HCS 504, NUR 590A, NUR 590B, NUR 598
Additional Academic Program Re-Entry Policies for the MSN/MHA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry. Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the MSN/MHA

HCS 504 ..................................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ................................................................................... 3 credits
Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

HCS 533 ................................................................................... 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ................................................................................... 3 credits
Managing in Today’s Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 552 ................................................................................... 3 credits
Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 577 ................................................................................... 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 535 ................................................................................... 3 credits
Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and determinants of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 545 ................................................................................... 3 credits
Health Law and Ethics
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ................................................................................... 3 credits
Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 567 ................................................................................... 3 credits
Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

NUR 513 ................................................................................... 3 credits
Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaphors, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ................................................................................... 3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.
NUR 531 ...................................................................................3 credits
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

HCS 587....................................................................................3 credits
Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

NUR 588 ...................................................................................3 credits
Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A .................................................................1 credit
Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 542 ...................................................................................2 credits
Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 590B .................................................................2 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

NUR 598 ...................................................................................3 credits
Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 543 ...................................................................................3 credits
Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 403 ...................................................................................3 credits
Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson's Theory of Human Caring.

NUR 443 ...................................................................................3 credits
Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 ...................................................................................3 credits
Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

**Admission Requirements**

All applicants to this program are expected to meet the following admission requirements:

- 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 69 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.
  - 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:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a nationally or regionally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
  - Applicants who reside in the United States must meet one of the following requirements:
    - Be a legal resident of the United States
    - Have been granted permanent residency
    - Have a valid visa that does not prohibit educational studies
    - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
    - Have been granted asylum or refugee 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.
    - Completion of any state-specific required documents or forms.
    - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
    - Students who have been expelled from University of Phoenix are not eligible for re-admission to University of Phoenix. No appeals will be accepted.
Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and 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-ci.

Courses requiring prerequisites are identified by a symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

### MAED/CI Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>CUR 505</td>
<td>Social and Global Perspectives of Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CUR 506</td>
<td>Theories and Best Practices of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CUR 515</td>
<td>Critical Thinking and Innovative Skills</td>
<td>3</td>
</tr>
<tr>
<td>CUR 520</td>
<td>Advocating for Learning</td>
<td>3</td>
</tr>
<tr>
<td>CUR 525</td>
<td>Ethical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>CUR 530</td>
<td>Assessment and Evaluation Models</td>
<td>3</td>
</tr>
<tr>
<td>CUR 535</td>
<td>Research for Improved Practice</td>
<td>4</td>
</tr>
<tr>
<td>CUR 540</td>
<td>Methods of Coaching in the Instructional Setting</td>
<td>3</td>
</tr>
<tr>
<td>CUR 545</td>
<td>Using Technology for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CUR 550</td>
<td>Engaging in Communities of Practice</td>
<td>3</td>
</tr>
<tr>
<td>CUR 555</td>
<td>Professional Learning for Continuous Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Additional Admission Requirements for the MAED/CI

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.
- 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/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Arts in Education Curriculum and Instruction

### Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 29 graduate level credits at the University.

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 approved nationally accredited, or candidate for accreditation, college or university, or a foreign institution recognized/authorized by the country’s Ministry of Education.
- 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Ele-
mentary or MAED/TED-Secondary program may waive the fol-
lowing courses in the MAED/CI program upon enrolling in the
Master of Arts in Education/Curriculum and Instruction program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>COM 516 (1 credit)</td>
</tr>
<tr>
<td></td>
<td>CUR 530 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 535 (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 550 (3 credits)</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>COM 516 (1 credit)</td>
</tr>
<tr>
<td></td>
<td>CUR 530 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 535 (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 550 (3 credits)</td>
</tr>
</tbody>
</table>

Any resident in the state of California who can show verification of
the completion of the BTSA (Beginning Teacher Support and
Assessment Induction) requirement may waive the following 6
credits upon admission to the MAED/CI program: CUR 506, CUR
530.

Verification of the following:
• Verification of Completion Form (41-Induction) - Multiple and
  Single Subject Only

**Course Descriptions for the MAED/CI**

**Professional Communications**

This course provides new graduate students in University of Phoe-
nix programs with an introduction to strategies for academic suc-
cess 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 assign-
ments in future classes.

CUR 505 .................................................................................. 3 credits

**Social and Global Perspectives of Teacher Leadership**

Learners in this course have the opportunity to analyze the field of
education from a social and global perspective. Learners investi-
gate the implications of the globalization of knowledge on micro
and macro educational systems. Multicultural implications, divers-
y, and the use of technology as a vehicle of pedagogy are
explored. Emphasis is on building collaborative organizational
communities and empowering teacher leaders to think strategi-
cally about school change.

CUR 506 .................................................................................. 3 credits

**Theories and Best Practices of Curriculum and Instruction**

This course focuses on applying curricular theory to best practices
in the 21st century classroom. Candidates explore the social and
political foundations of curriculum and instruction and current
research in this area. They analyze curriculum philosophy and
planning as well as practical applications and innovations in cur-
riculum design. Special attention is given to the use of technology
in the development of effective learning environments and instruc-
tion in the 21st century classroom.

CUR 515 .................................................................................. 3 credits

**Critical Thinking and Innovative Skills**

Learners in this course explore the development and application of
critical thinking skills for all academic content areas in elementary,
middle school, and high school settings. Participants identify the
educational needs of students by exploring current instructional
theories, models, and strategies; and state, local, and national stan-
dards as they relate to developing critical thinking skills in class-
room teaching. Prospective educators develop skills in selecting
and adapting delivery methods and behavior management plans
for diverse individual students and student populations.

CUR 520 .................................................................................. 3 credits

**Advocating for Learning**

Learners examine dispositions and beliefs regarding teaching and
learning for all students. This course includes discussions about
supportive and engaging learning environments, along with col-
laboration with other professionals to develop strategies that pro-
mote student learning. Using assessment data, learners will
differentiate instruction and employ appropriate strategies for stu-
dents. Learners will explore advocacy through course materials,
practical exercises and engaging group activities.

CUR 525 .................................................................................. 3 credits

**Ethical Issues in Education**

Learners examine the ethical framework and challenges of teachers
and teacher leaders in today’s schools. The professional educa-
tional leader fosters ethical practices and engages in purposeful
ethical decision-making. Learners will ethically respond to social
and political issues in education through case studies, field experi-
ences, and other readings and interactions. Ethical leadership and
decision-making will be analyzed and discussed to determine how
educational leaders will be able to provide support to teachers, stu-
dents, and other constituents with the purpose of improving cur-
rent educational practices.

CUR 530 .................................................................................. 3 credits

**Assessment and Evaluation Models**

In this course, learners use assessment data through a systematic
process to make informed decisions and to evaluate classroom and
school-wide learning outcomes. Emphasis is placed on the design,
implementation, and analysis of formative assessments while other
types of assessments are explored. Learners will use this assess-
ment knowledge to design and analyze a comprehensive assess-
ment plan in a K-12 setting.

CUR 535 .................................................................................. 4 credits

**Research for Improved Practice**

Learners examine the process of conducting their own classroom-
based or school-based research. The course provides practical
experience with action research components in the educational set-
ting for everyday instruction. Learners will use research and data
to enhance the instructional environment and to promote lifelong
learning.

CUR 540 .................................................................................. 3 credits

**Methods of Coaching in the Instructional Setting**

This course provides an examination of how systemic processes,
 experiential learning, and coaching strategies positively affect
 teaching and learning outcomes. Learners examine the inter-
changeable competencies of coaching and mentoring including
roles, fostering relationships, ethical guidelines, building learning
communities, effective communication, self-reflective problem
solving, conflict resolution, facilitating learning, and accountabil-
ity. Learners will be equipped with content knowledge, real life
application opportunities, tools, and specific strategies that can be
applied in both instructional leadership and coaching situations.

CUR 545 .................................................................................. 3 credits

**Using Technology for Teaching and Learning**

Learners evaluate technology use and technology integration for
teaching and learning while considering the value of current tech-
nologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today’s schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community. 

CUR 550 ................................................................. 3 credits

Engaging in Communities of Practice
Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners will examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.

CUR 555 ................................................................. 3 credits

Professional Learning for Continuous Improvement
Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.

CUR 532 ................................................................. 3 credits

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The University of Phoenix, 2014-2015

The Master of Arts in Education/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners in areas such as corporate training, non-profit and community-based organizations, government, postsecondary education, and human services agencies. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as expert educators and trainers.

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-adm.

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

Program Requirements for the MAED/AET

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 520</td>
<td>3 credits</td>
</tr>
<tr>
<td>Organizational Communication for Adult Education and Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 500</td>
<td>3 credits</td>
</tr>
<tr>
<td>Foundations of Adult Learning Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 508</td>
<td>3 credits</td>
</tr>
<tr>
<td>Community-Based Education</td>
<td>4 credits</td>
</tr>
<tr>
<td>CUR 516</td>
<td>3 credits</td>
</tr>
<tr>
<td>Curriculum Theory and Instruction Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 518</td>
<td>3 credits</td>
</tr>
<tr>
<td>Multicultural Strategies for the Adult Learner</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 528</td>
<td>3 credits</td>
</tr>
<tr>
<td>Assessment of Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 532</td>
<td>3 credits</td>
</tr>
<tr>
<td>Facilitating Online Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 552</td>
<td>3 credits</td>
</tr>
<tr>
<td>Marketing Adult Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 560</td>
<td>3 credits</td>
</tr>
<tr>
<td>Facilitating Change</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 562</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Media for Professional Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 570</td>
<td>3 credits</td>
</tr>
<tr>
<td>Program Development in Adult Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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.

• 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

• The completion of a minimum of 34 credits.

• A minimum grade point average (GPA) of 3.0.

• The diploma awarded for this program will read: 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:

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• 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following course in the Required Course of Study may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Course Descriptions for the MAED/AET

COM 520 ................................................................. 3 credits

Organizational Communication for Adult Education and Training

In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through principles to their roles as trainers and adult educators. Topics include the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.

AET 500 ................................................................. 3 credits

Foundations of Adult Learning Theory

Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.

AET 508 ................................................................. 3 credits

Community-Based Education

This course provides an overview of community-based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.

CUR 516 ................................................................. 3 credits

Curriculum Theory and Instructional Design

In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.

CUR 518 ................................................................. 3 credits

Multicultural Strategies for the Adult Learner

In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 528 ................................................................. 3 credits

Assessment of Learning

Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.

CUR 532 ................................................................. 3 credits

Facilitating Online Learning

Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools, mobile learning technologies, and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.

AET 552 ................................................................. 3 credits

Marketing Adult Education

This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.

AET 560 ................................................................. 3 credits

Facilitating Change

Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and
trainers to develop and conduct training sessions that lead the change process.
AET 562 ................................................................. 3 credits

Social Media for Professional Learning
Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570 ................................................................. 3 credits

Program Development in Adult Education
Learners examine a leader’s role in developing and managing adult education within an organization. Learners define the organization’s learning needs from a systems perspective, review the leader’s role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative 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 teachers are 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.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience. In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST, CSET, & RICA examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

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

Orientation, 0 total credits
MTE 501CA ............................................................ 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COH 516 ............................................................... 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ............................................................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518CA ............................................................ 3 credits
Models, Theories, and Instructional Strategies
MTE 522CA ............................................................ 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ............................................................... 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ............................................................... 3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 537CA ............................................................ 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
ELL 500 ............................................................... 3 credits
Instructional Methods for English Language Learners
SPE 514CA ............................................................ 2 credits
Survey of Special Populations

Elementary Methods and Assessment, 10 total credits
MTE 531 ............................................................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533CA ............................................................ 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ............................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ............................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits
ELM 590 ............................................................... 4 credits
Elementary Student Teaching Part A
ELM 595 ............................................................... 4 credits
Elementary Student Teaching Part B
Teacher Performance Assessment, 2 total credits

• All applicants must be currently employed or have access to a Candidacy Status for the MAED/TED-E

• All California residents (Online and Local) must enroll in this program (Elementary or Secondary)

• Demonstration of basic skills proficiency

• Students using foreign credentials when enrolling in a program leading to initial teacher certification

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
• 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-E

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 must have attended a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Level 2 Candidate Status is completed prior to beginning the student teaching experience. Evidence that these requirements have been met must be entered in IS3 and the student’s eXp file.

• Demonstration of basic skills proficiency
  • Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
  • Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  • Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
    • The candidate provides evidence of having passed the appropriate subject matter examination(s).
    • The candidate provides evidence of having attempted the appropriate subject matter examination(s).
    • The candidate provides evidence of registration for the next scheduled examination.
    • The candidate provides evidence of having completed a Commission approved subject matter preparation program.
    • The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

• TB test results (District specific)

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 43 credits.
• A minimum grade point average (GPA) of 3.0.
• Students must pass all four Teacher Performance Assessments (TPA).
• 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: 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:
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience. California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience. Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Transfer Requirements for the MAED/TED-E

Transfer of non-California specific coursework

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated. The following non-California (CA) courses can be transferred into the California specific program:
• MTE 501 (2 credits)
• MTE 505 (3 credits) or MTE 506 (2 credits)
• MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-E

• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 590, ELM 595
• 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, 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study under approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses 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</td>
<td>MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA</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, 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.

• 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 pass CalTPA tasks 3 and 4.
California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.

Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.

Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

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 in this program must pass the RICA exam.

Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

Candidates must provide verification of U.S. Constitution coursework (with a grade of “C” or better), or exam as required by the state certification agency.

California Teaching Performance Assessment Policy

Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: CULminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.

Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts

Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.

Candidates who are seeking an Internship must also be advised of the Early Completion Option.

Candidates must provide verification of each of the following requirements:
- Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Passing score on appropriate CSET for intern placement
- Completion of a Bachelors degree from a regionally accredited institution
- Letter of Intent to Hire
- Completion of 30 hours Field Experience with diverse students
- Certificate of Clearance
- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- US Constitution (units or exam)
- Negative TB results or negative chest x-ray
- Completion of the following coursework: Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA
- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

**California Early Completion Option**
California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.

Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4.

Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.

**Additional Academic Program Re-entry Policy for the MAED/TED-E**
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

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

- MTE 507CA ................................................................. 0 credits
  **Orientation to Teacher Education**
  This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

- COM 516 ........................................................................... 1 credit
  **Professional Communications**
  This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

- MTE 501 ........................................................................... 2 credits
  **The Art and Science of Teaching**
  This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

- MTE 518CA ................................................................. 3 credits
  **Models, Theories, and Instructional Strategies**
  This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

- MTE 522CA ................................................................. 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 standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

- RDG 537CA ................................................................. 4 credits
  **Curriculum Constructs & Assessment: Reading and Language Arts**
  This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
ELL 500 ............................................................... 3 credits
**Instructional Methods for English Language Learners**
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 514C ............................................................. 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 533CA .......................................................... 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 scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

ELM 590 ............................................................ 4 credits
**Elementary Student Teaching Part A**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

ELM 595 ............................................................ 4 credits
**Elementary Student Teaching Part B**
This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

TPA 001 ............................................................ 1 credit
**Subject Specific Pedagogy**
This course addresses California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

TPA 002 ............................................................ 1 credit
**Designing Instruction**
This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instruc tional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to focus students who present a different instructional challenge.

**Master of Arts in Education/Educational Studies**

The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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.
The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**

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

**Program Category Requirements for the MAED/ES**

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

**E lective One, 3 total credits**

- AET 505 ....................................................................................3 credits
- Foundations of Adult Education and Training
- AET 510 ....................................................................................3 credits
- Critical Issues and Trends in Adult Education and Training
- AET 545 ....................................................................................3 credits
- E-Learning Design Technologies
- AET 555 ....................................................................................3 credits

**Overview of the Community College Elective Two, 3 total credits**

- EDL 500 ....................................................................................3 credits
- Personal Leadership
- EDL 510 ....................................................................................3 credits
- Teacher Leadership in a Global Society
- EDL 531 ....................................................................................3 credits
- Mentoring and Coaching
- EDL 520 ....................................................................................3 credits
- Instructional Leadership

The University reserves the right to modify the Program Requirements.

**Additional Admission Requirements for the MAED/ES**

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TED-EDEE, MAED/TED-DEM, MAED/TEDMS, MAED/TEDMC, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH

Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.

- Applicants to this program must have completed all coursework from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

**Degree Completion Requirements for the MAED/ES**

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.

The diploma awarded for this program will read as:

Master of Arts in Education
Educational Studies

**Residency Requirement for the MAED/ES**

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits be completed in order to meet residency. Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

**Course Descriptions for the MAED/ES**

- AET 505 ....................................................................................3 credits
  Foundations of Adult Education and Training
- AET 510 ....................................................................................3 credits
  Critical Issues and Trends in Adult Education and Training
- AET 520 ....................................................................................3 credits
  Instructional Leadership
- AET 545 ....................................................................................3 credits
  E-Learning Design Technologies
- AET 555 ....................................................................................3 credits
  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.

EDL 500 ....................................................................................3 credits

EDL 510 ....................................................................................3 credits
Overview of the Community College
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. Aspects 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 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.

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 520.................................................................................... 3 credits

Instructional Leadership
This course is designed to provide professional teachers 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.”

Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

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. 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.

State Licensure requirements include completion of a state approved program, TB test, fingerprint verification, basic skills exam, content exam, and clinical student teaching experience. In addition to the requirements listed above, students seeking a California teaching license must also have:

- Certificate of Clearance;
- Pass CBEST & CSET examinations;
- Successfully complete a US Constitution course;
- CalTPA assessments;
- Current CPR certification.

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 507CA ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516................................................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ .............................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
SEC 508CA ................................................................. 3 credits
Models, Theories, and Strategies for Secondary Education
MTE 523CA ............................................................... 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 542CA ............................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
Special Populations, 5 total credits
ELL 500 ................................................................. 3 credits
Instructional Methods for English Language Learners
SPE 514CA ............................................................. 2 credits
Survey of Special Populations
Secondary Methods and Assessment, 3 total credits
MTE 526CA ............................................................. 3 credits
Curriculum Constructs and Assessment: Visual Arts
MTE 566CA ............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566CA ............................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567CA ............................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569CA ............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 551CA ............................................................. 3 credits
Curriculum Constructs and Assessment: Physical Education
Secondary Elective, 2 total credits
MTE 541CA ............................................................. 2 credits
Language Development for Secondary Settings
Student Teaching, 8 total credits
SEC 590 ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 595 ................................................................. 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits
TPA 001 ................................................................. 1 credit
Subject Specific Pedagogy
TPA 002 ................................................................. 1 credit
Designing Instruction

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 or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- 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 entered in iLMS and the student’s eXp file.

- Demonstration of basic skills proficiency
- Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
- Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- TB test results (District specific)

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 37 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must pass all four Teacher Performance Assessments (TPA).
- 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: 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:

- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
- California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.
- Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

**Transfer Requirements for the MAED/TED-S**

**Transfer of non-California specific coursework**

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

**Minimum Grade Requirements for the MAED/TED-S**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 590, SEC 595
- 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 beScholastically Suspended, permanently withdrawn, from the program.

**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 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, 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507CA, SEC 508CA, MTE 509CA, MTE 518CA, MTE 518CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 528CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551CA, MTE 541CA, MTE 564CA, SEC 590, SEC 595. Students who complete the Teach for America Summer Institute are eligible to waive the following courses 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**
---|---
MAED/TED-E | MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S | MTE 501, MTE 506, MTE 518, SEC 508CA
MAED/SPE | SPE 578
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 pass CalTPA tasks 3 and 4.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- 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-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 in this program must pass the RICA exam.
- Candidates completing the California approved MAED/TED-S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of U.S. Constitution coursework (with a grade of ‘C’ or better), or exam as required by the state certification agency.

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
• Candidates must provide verification of each of the following:
• Candidates who are seeking an Internship must also be advised
• Students who transfer into MAED/TEDCA E or S and have
• Candidates who are unable to pass any assessment after the
• Candidates must earn a score of 3 or 4 on each Teaching
• Teaching Performance Assessment 3: Assessing Learning and
• California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.
• Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
• Candidates who are seeking an Internship must also be advised of the Early Completion Option.
• Candidates must provide verification of each of the following requirements:
  • Passing score on CBEST, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  • Passing score on appropriate CSET for intern placement
  • Completion of a Bachelors degree from a regionally accredited institution
  • Letter of Intent to Hire
  • Completion of 30 hours Field Experience with diverse students
  • Certificate of Clearance
  • Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  • US Constitution (units or exam)
  • Negative TB results or negative chest xray
  • Completion of the following coursework: Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

• If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
• Candidates who have been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

California Early Completion Option
California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.
Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4.
Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.

Additional Academic Program Re-entry Policy for the MAED/TED-S
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/TED-S
MTE 507CA .......................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progress and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed. COM 516 ................................................................. 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assign-
ments in future classes.
MTE 501.....................................................................................2 credits

The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
SEC 508CA ..................................................................................3 credits

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.
MTE 523CA ..................................................................................3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506.................................................................2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 562.................................................................3 credits

Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
RDG 542CA .................................................................3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work with a 7th-12th-grade student, is incorporated into the course requirements.
ELL 500.................................................................3 credits

Instructional Methods for English Language Learners
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and assessment models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
SPE 514CA .................................................................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 528CA .................................................................3 credits

Curriculum Constructs and Assessment: Visual Arts
This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.
MTE 564CA .................................................................3 credits

Curriculum Constructs and Assessment: Secondary Math
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 566CA .................................................................3 credits

Curriculum Constructs and Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567CA .................................................................3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that
are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 569CA.................................................................................... 3 credits

Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 551CA.................................................................................... 3 credits

Curriculum Constructs and Assessment: Physical Education
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 541CA.................................................................................... 2 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

SEC 590 .................................................................................... 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

SEC 595 .................................................................................... 4 credits

Secondary Student Teaching Part B
This course will focus on the elements of the CalTTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

TPA 001 .................................................................................... 1 credit

Subject Specific Pedagogy
This course addresses task one of California’s Teaching Performance Assessment: Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy. This course will offer an overview of the California Teaching Performance Assessments, their history, California Teaching Performance Expectations and their connections to the Teaching Performance Assessments. Students will review the elements of task one, Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy, including understanding what the task measures, constructing high quality responses and demonstrating their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy through the task’s exercises.

TPA 002 .................................................................................... 1 credit

Designing Instruction
This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.

Master of Arts in Education/Administration and Supervision (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 modality in their state. Please contact your enrollment representative for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision. 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/
University of Phoenix, 2014-2015

programs/maed-adm.

Courses requiring prerequisites are identified by a ‘*’ symbol following the course number.

MAED/ADM Required Course of Study

The following constitutes teaching or services experience.

• 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.

• Five (5) years verified full-time teaching experience or services experiences in schools in P-12 setting. (substitute or part-time service does not apply).

• The teaching or services experiences must be as a contracted teacher in either a traditional or year-round public or private school.

• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching or services experience.

* Verifiable (contracted) P-12 experience - 40 hours per week

• Verification of the following:
  
  • Having passed California Basic Skills Test (CBEST), CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
  
  • Current negative TB test or negative chest xray

• Applicants must possess one of the following California credentials:
  
  • A valid clear or life California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
  
  • A valid clear or life California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree

• A valid clear services prerequisite credential, California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.

Candidacy Status for the MAED/ADM

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 entered in IS3 and the student’s eXp file.

  • Proof of passing score on the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.

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/ADM

• Completion of a minimum of 38 credits.

• A minimum grade point average (GPA) of 3.0.

• Completion of e-portfolio.

• Completion of Field Experience Observation Record. The Administrative Practicum is a minimum 240-hour placement and cannot be waived. (Each state’s requirement for these hours will vary; candidates must follow the guidelines within their state.)

• Students must meet 30-40 hours of field experience by the end of the MAED/ADM program. These hours are outside of the practicum experience.

• Students must take courses within a sequence specified by course prerequisite requirements.
The diploma awarded for this program will read as:
Master of Arts in Education
Administration and Supervision

Minimum Grade Requirement for the MAED/ADM
- A candidate must earn a grade of "B" (3.0) or better in the following practicum courses, grades of "B-" are not accepted: ADMIN 594A, ADMIN 594B and ADMIN 594C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

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 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.

Nationally recognized and/or industry accepted certifications may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications may be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 594A, ADMIN 594B, ADMIN 594C, COM 516, EDD 581.

Institutional Recommendation for the MAED/ADM
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification). Refer to New Student Checklist and your state certification agency for specific requirements.

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.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the MAED/ADM
- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of "B" or better in order to avoid Scholaristic Disqualification.
- Candidates 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.

Field Experience for the MAED/ADM
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Additional Academic Program Re-entry Policy for the MAED/ADM
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary. 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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the MAED/ADM
ADMIN 501 ................................................................. 0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 ....................................................................................1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 518..............................................................................3 credits

Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ...............................................................................3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555...............................................................................3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 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, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 594A ...............................................................................1 credit

Administrative Practicum Part I: Instructional Leadership
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 528 ...............................................................................3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 ...............................................................................3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 560 ...............................................................................3 credits

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

ADMIN 594B ...............................................................................1 credit

Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 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.

EDD 581 ...............................................................................4 credits

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.

ADMIN 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.

ADMIN 594C ......................................................................................... 1 credit

Administrative Practicum Part III: Professional Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

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

Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in 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 for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

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 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 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.
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The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

**Admission Requirements**

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee.
- 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 69 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.
  - 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:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- 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.
- 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 or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A signed Enrollment/Disclosure Agreement.
  - Completion of any state-specific required documents or forms.
  - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
• Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

• Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.

CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - UNDERGRADUATE

Project Management

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The project management course sequence focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

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/pm.

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

Required Course of Study for the PM

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>Strategic Portfolio and Project Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>Procurement and Risk Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>Project Estimating and Control Techniques</td>
<td>3 credits</td>
</tr>
<tr>
<td>Leading Projects in Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>Project Management Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” bachelors program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the PM

All applicants to this certificate program are expected to meet the following additional admission requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the PM

Credit Bearing Certificate completion requirements are the following:

• Completion of a minimum of 18 credits.

• A minimum grade point average (GPA) of 2.0.

• Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

• All students must complete the minimum number of credits required by their certificate program.

• The certificate awarded for this program will read as: Project Management

Residency Requirements and Course Waivers for the PM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
Project Estimating and Control Techniques

Procurement and Risk Management

Project Management

Course Descriptions for the PM

**CPMGT 305** ................................................................. 3 credits

**Course Descriptions for the PM**

**Project Management**

This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

**CPMGT 301** ................................................................. 3 credits

**Strategic Portfolio and Project Management**

This course provides students with insight into the management of an organization's strategic project portfolio. Students will learn the value of aligning a project's goals and objectives with the organization's strategies and stakeholders' interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

**CPMGT 302** ................................................................. 3 credits

**Procurement and Risk Management**

This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

**CPMGT 303** ................................................................. 3 credits

**Project Estimating and Control Techniques**

To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

**CPMGT 304** ................................................................. 3 credits

**Leading Projects in Organizations**

This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

**CPMT 305** ................................................................. 3 credits

Project Management Capstone

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

**Human Resource Management**

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Certificate Program in Human Resource Management provides education in areas which the human resource professional faces daily; from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge.

Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

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/hrm.

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

**Required Course of Study for the HRM**

**HRM 300** ........................................................................... 3 credits

**HRM 434** ........................................................................... 3 credits

**HRM 324** ........................................................................... 3 credits

**HRM 326** ........................................................................... 3 credits

**HRM 420** ........................................................................... 3 credits

**HRM 434** ........................................................................... 3 credits

**HRM 324** ........................................................................... 3 credits

**HRM 434** ........................................................................... 3 credits

**HRM 326** ........................................................................... 3 credits

**HRM 420** ........................................................................... 3 credits

**General Information for the HRM**

This certificate program may be taken on its own or may be earned en-route to earning a bachelors degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" bachelors program.

Students who completed a certificate in its entirety and who later
choose to enroll in a bachelors program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the HRM

All applicants to this certificate program are expected to meet the following additional admission requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the HRM

• Completion of a minimum of 18 credits.

• A minimum grade point average (GPA) of 2.0.

• Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

• All students must complete the minimum number of credits required by their certificate program.

• The certificate awarded for this program will read as: Human Resource Management.

Residency Requirements and Course Waivers for the HRM

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 498

Course Descriptions for the HRM

HRM 300 ........................................................................................................3 credits

Fundamentals of Human Resource Management

This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 434 ........................................................................................................3 credits

Employment Law

This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

HRM 324 ........................................................................................................3 credits

Total Compensation

This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 420 ........................................................................................................3 credits

Human Resource Risk Management

This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 326 ........................................................................................................3 credits

Employee Development

This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 498 ........................................................................................................3 credits

Strategic Human Resource Management and Emerging Issues

This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF SOCIAL SCIENCES

Military Family Counseling Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Military Family Counseling Certificate program is designed for mental health practitioners who want in-depth information and training to prepare them for working with military service members and their families. The strain on the military to provide essential services to military families has increased as a result of recent global conflicts. Civilian counselors must now be versed in the knowledge and skills necessary to work with military families. This 18-credit program includes two foundational courses in family counseling and addictions and four courses that focus on military family life, military culture, major issues and concerns that military families face, and assessment of and appropriate interventions for working with military families. 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/

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

Required Course of Study for the CERT/MLFC

MLFC 565 ................................................................. 3 credits
Family, Couple and Child Counseling
MLFC 566 ~ .......................................................... 3 credits
Dependency and Addictions
MLFC 560 ................................................................. 3 credits
Historical and Cultural Perspectives of the Military
MLFC 566 ~ .......................................................... 3 credits
Grief/Loss and Transition Issues for Military Families
MLFC 567 ~ .......................................................... 3 credits
Counseling Military Families
MLFC 568 ~ .......................................................... 3 credits
Assessment and Intervention Strategies for Military Families

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

Additional Admission Requirements for the CERT/MLFC

All applicants are expected to meet the following admissions requirements:

- A graduate degree in counseling, social work, psychology, counseling psychology, or related field from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript.

Certificate Completion Requirements for the CERT/MLFC

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Military Family Counseling

Minimum Grade Requirements for the CERT/MLFC

- Students in this certificate are required to achieve a minimum grade of “B-” (2.67) in all courses. A “C+” grade is not acceptable. Students who fail to receive a minimum grade of “B-” in any course will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension (SS status). Appeals through SAC for readmission to the program will not be accepted by the College of Social Sciences.

Residency Requirements and Course Waivers for the CERT/MLFC

Completion of a minimum of 12 credits of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students who have completed graduate UOPX course work that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “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: MLFC 560, MLFC 566, MLFC 567, MLFC 568

Course Descriptions for the CERT/MLFC
MLFC 565 ................................................................................3 credits
Family, Couple and Child Counseling
This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students address integrative approaches to assessment and diagnosis in family therapy and explore systemic approaches to treatment of issues common to families and children in clinical settings. Additionally, students contrast fundamental assumptions of systems theory with intra-psychic theories.
MLFC 561 ................................................................................3 credits

Dependency and Addictions
This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, specialty topics, and working with diverse populations.
MLFC 560 ................................................................................3 credits

Historical and Cultural Perspectives of the Military
This course focuses on understanding the historical and cultural perspectives of the military. The unique characteristics of military life, the effect on individuals in military families, and the differences between required service during the draft and voluntary service since the early 1970s are presented. Issues such as military jargon, differences between the services, rank and pay-grade categories, and other basic information related to military culture are covered. In addition, the course provides an overview of the need for additional mental health services and trained mental health professionals who can work with military families. Ethical and legal issues involved in counseling military families are also introduced.
MLFC 566 ................................................................................3 credits

Grief/Loss and Transition Issues for Military Families
This course focuses on the transitions that military family members face regularly and discusses the experiences of bereavement and grief usually associated with these transitions. Frequent family disruptions, such as the deployment cycle and its effect on the family, are reviewed. A foundational model is presented where all transitions are understood by clinicians and by the families with which they are working. Coping and counseling strategies are presented to assist families through the cycles and transitions. Trauma and posttraumatic stress issues are also presented.
MLFC 567 ................................................................................3 credits

Counseling Military Families
This course focuses on the strengths, vulnerabilities, and capabilities of a military family, including the unique aspects of guard and reserve families. The family systems model is used to address issues that different family members face, including spouses, children, and families of unmarried service members. Parenting issues relevant to military families are also addressed. During the course, local resources are explored to assist families throughout their military service.
MLFC 568 ................................................................................3 credits

Assessment and Intervention Strategies for Military Families
The focus of this course is on the assessments and interventions used to work with military families. When providing assessments and interventions, it is crucial to understand that the military has a distinct culture. This course explores how professionals can address the stigma associated with service members seeking mental health care, which may deter them from receiving therapy. Ethically and culturally appropriate, theory-based assessment and interventions strategies are explored. In addition, current research on best practices is considered, and case conceptualizations are required.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF HEALTH SCIENCES AND NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student’s behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

- Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.

- Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

- Substance abuse means:
  - the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
  - a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.

- Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
  - to abide by the drug policies and drug testing policies of the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
  - to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student’s behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

- If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:
  - The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
  - The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
  - The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.

- If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
  - A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
  - The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.

- If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
  - The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
    - the drug level is within prescribed limits.
    - the level does not indicate abuse.
    - the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

- The failure of a student to provide the above statement or a health care provider’s inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.

- Students who refuse to submit to a “for-cause” drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).
• Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.
• All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.
• University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

Post Master’s Certificate/Family Nurse Practitioner

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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.

The Family Nurse Practitioner Post Master's Certificate is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today’s challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure.

The Family Nurse Practitioner Post Master’s certificate curriculum consists of 41 credits.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of "B" for successful completion are identified by a + symbol following the course number. All general academic policies of the University of Phoenix are applicable.

Introduction, 1 Total Credit
HCS 504 .......................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Pharmacology, 3 Total Credits
HCS 507 ~ + ...................................................... 3 credits
Intermediate Pharmacotherapeutics

Pathophysiology, 4 Total Credits
HCS 510 ~ + ...................................................... 4 credits
Advanced Pathophysiology

Role, 3 Total Credits
NRP 505 ~ + ...................................................... 3 credits
Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits
NRP 516 ~ + ...................................................... 4 credits
Advanced Health Assessment

Clinical and Practicum, 6 Total Credits
NRP 552 ~ + ...................................................... 2 credits
Clinical Procedures
NRP 566 ~ + ............................................................. 4 credits
Preceptorship

Leadership, 3 Total Credits
NRP 550 ~ + ............................................................. 3 credits
Issues in Advanced Practice

Pediatrics, 5 Total Credits
NRP 540 ~ + ............................................................. 5 credits
Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits
NRP 545A ~ + ............................................................. 4 credits
Adult and Geriatric Management
NRP 545B ~ + ............................................................. 4 credits
Adult and Geriatric Management

Women’s Health, 4 Total Credits
NRP 560 ~ + ............................................................. 4 credits
Management of Women’s Health Issues

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

Additional Admission Requirements for the FNP

All applicants are expected to meet the following admissions requirements:

• A graduate degree in nursing (MSN or MN) from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

• Current employment is not a requirement for admission.

• FNP Program Manager’s signature on the applicant’s completed required essay, after review of essay, transcripts, and resume.

• Equivalent grade of “B” or better in undergraduate or graduate core science courses, such as biology, pathophysiology, chemistry, biochemistry, and anatomy and physiology.

• A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one-year experience (from the two years clinical based RN experience) in the past five years, in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER). The remaining year can be fulfilled with health care experience.

• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
Students must hold a valid, unrestricted RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

Minimum Grade Requirements for the FNP

Students in the FNP certificate program are required to earn a minimum grade of “B” in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing practitioner course. If a passing grade is not earned or if the student withdraws from the course and receives a WF grade, the student will be scholastically suspended, permanently withdrawn, from the program. The student will not be permitted to continue in the program unless an additional attempt is approved by the College of Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification or in which a WF grade was earned one time. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550

A student who has been scholastically disqualified from the program because of failure to meet the grade requirements in a nurse practitioner course may reenter the program only with the approval of the Campus College Chair and Nurse Practitioner Program Coordinator.

Upon reentry into the program, students must first successfully complete any requirements determined by the Campus College Chair and Nurse Practitioner Program Coordinator before repeating the course in which the “B-” or below was received. The student may then proceed sequentially through the program.

Certificate Requirements for the FNP

- A minimum of 41 graduate credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
- The certificate awarded for this program will read as: Family Nurse Practitioner

Residency Requirements and Course Waivers for the FNP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 26 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 15 credits from the Required Course of Study based upon review of previous nurse practitioner coursework or equivalent by the Dean of Nursing via the Student Appeals Center (SAC).

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.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- A signed Professional Non-Academic Requirement form.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Additional Academic Progression Requirements for the FNP

- Students in the FNP certificate program are required to earn a minimum grade of “B” in all nurse practitioner courses.
- Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade. Withdrawal from a course resulting in a WF grade will be counted as an attempt.
- Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, HCS 507, NRP 516, and HCS 510
- Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560
- Following completion of the clinical courses NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560, students may progress to NRP 566 Preceptorship.
- All students must have the following documentation current and in effect by the end of HCS 510 Advanced Pathophysiology and throughout the remainder of the Required Course of Study:
  - Documentation of current medical information including a Hepatitis B immunization or titer (or signed University of Phoenix declination form), negative TB skin test or University of Phoenix TB symptom survey questionnaire, and immunization against measles and Rubella (MMR/MR) and Tetanus/Diphtheria (TD).
  - Current Basic Cardiac Life Support certification (BCLS).
  - Completed and verified negative criminal background check.
  - Practice lab participation release form.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

Certificate Programs for the College of Health Sciences and Nursing
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: HCS 504, NRP 566

Additional Academic Program Re-entry Policies for the FNP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry. Students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Course Descriptions for the FNP

HCS 504 .................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 507 ..............................................................3 credits

Advanced Pharmacotherapeutics
This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.

HCS 510 .................................................................4 credits

Advanced Pathophysiology
This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual’s health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.

NRP 505 ..............................................................3 credits

Role of the Advanced Practice Nurse
This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 516 .................................................................4 credits

Advanced Health Assessment
Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 552 .................................................................2 credits

Clinical Procedures
This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 566 .................................................................4 credits

Preceptorship
This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NUR 550 ..............................................................3 credits

Issues in Advanced Practice
This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NRP 540 .................................................................5 credits

Management of Pediatric and Adolescent Populations
This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 545A .............................................................4 credits

Adult and Geriatric Management
This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 545 B .............................................................4 credits

Adult and Geriatric Management
This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the
musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

Management of Women’s Health Issues

This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women’s health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women’s health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.

Graduate Nursing/Health Care Education Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 modality in their state. Please contact your enrollment representative for more information.

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing certificate program is for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or Flexnet delivery, as well as through the online campus. 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/nhc.

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

Required Course of Study for the NHCE

HSN 548 ................................................................. 3 credits  
Role of the Health Care/Nursing Educator

HSN 540 ................................................................. 3 credits  
Using Effective Teaching Strategies

HSN 544 ................................................................. 3 credits  
Design and Process of Curriculum Development

HSN 552 ................................................................. 3 credits  
Assessment and Evaluation of Learning

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

Additional Admission Requirements for the NHCE

All applicants to this certificate program are expected to meet the following additional admission requirements:

• Completion of an undergraduate degree or the entire University of Phoenix BSN or BSHCS Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.
• A minimum of one year full-time post-high school health care work experience.
• Current employment in a nursing or health care role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.

Certificate Completion Requirements for the NHCE

Credit Bearing Certificate completion requirements are the following:

• Completion of a minimum of 12 credits.
• A minimum program grade point average (GPA) of 3.0.

Minimum Grade Requirements for the NHCE

• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” in any of the following courses will be scholastically disqualified from the University.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Residency Requirements and Course Waivers for the NHCE

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 6 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past 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.

Course Descriptions for the NHCE

HSN 548 ................................................................. 3 credits
Role of the Health Care/Nursing Educator
Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 540 .................................................................3 credits

Teaching and Learning Strategies
This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 544 .................................................................3 credits

CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Administration and Supervision Certificate Program (California)
The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

The Administration and Supervision Certificate Program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative practicum is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

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/asc.

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

Program Category Requirements and Course Selections
Orientation, 0 Total Credits
ADMIN 501 ...........................................................0 credits
Orientation to Administration and Supervision

Introductory Course, 1 Total Credit
COM 516 .................................................................1 credit
Professional Communications

Administrative Practicum, 3 Total Credits
ADMIN 594A ~ .........................................................1 credit
Administrative Practicum Part I: Instructional Leadership
ADMIN 594B ~ .........................................................1 credit
Administrative Practicum Part II: Organizational Management
ADMIN 594C ~ .........................................................1 credit

Design and Process of Curriculum Development
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HSN 552 .................................................................3 credits

Assessment and Evaluation of Learning
Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

Administrative Practicum Part III: Professional Practice

Introduction to Principalship, 12 Total Credits
ADMIN 518 ~ ........................................................3 credits
Leadership and Collaborative Processes
ADMIN 570 ~ ........................................................3 credits
Equity, Diversity, and Access in Education
ADMIN 535 ~ ........................................................3 credits
School Policy and Law for Principals
ADMIN 575 ~ ........................................................3 credits
Family, Community and Media Relations

Functions and Strategies, 15 Total Credits
ADMIN 524 ~ ........................................................3 credits
Supervision of Curriculum, Instruction and Assessment
ADMIN 528 ~ ........................................................3 credits
Administration of Special Programs
ADMIN 535 ~ ........................................................3 credits
Business and Facilities Management
ADMIN 560 ~ ........................................................3 credits
Human Resources Leadership and Management
ADMIN 565 ~ ........................................................3 credits
School Improvement Processes
Program and Certification requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the ASC
All applicants are expected to meet the following admissions requirements:

• A Masters degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.
• Five (5) years verified full-time teaching experience or services experiences in schools in P-12 setting (substitute or part-time service does not apply).
• The teaching or services experiences must be as a contracted teacher in either a traditional or year-round public or private school.
• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching or services experience:
  * Verifiable (contracted) P-12 experience - 40 hours per week
• Verification of the following items:


- Having passed California Basic Skills Test (CBEST), CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.
- Current negative TB test or negative chest x-ray
- Applicants must possess one of the following California credentials:
  - A valid clear or life California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
  - A valid clear or life California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
  - A valid clear services prerequisite credential, California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

Completion Requirements for the ASC

- Completion of a minimum of 31 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Field Experience Observation Record (30-40 hours).
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- Completion of e-portfolio.
- The certificate awarded for this program will read as: Administration and Supervision

Academic Progression Requirements for the ASC

Candidates must complete and provide verification of the following academic progression requirements prior to practicum placement:

- Proof of passing score on the CBEST exam, CSET Multiple subject Plus Writing Skills, Examination, or another state approved basic skills exam.

Residency Requirements and Course Waivers for the ASC

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 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, ADMIN 594A, ADMIN 594B, ADMIN 594C

Minimum Grade Requirement for the ASC

A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ADMIN 594A, ADMIN 594B, ADMIN 594C

Candidates who earn less than a grade of “B” in any of these courses must complete a remediation plan and repeat the course.

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 ASC

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR). 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.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the ASC

- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates 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.

Field Experience for the ASC

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.
Note: The field experience hours are hours completed outside of the 240 hour Administrative Practicum experience.

Additional Academic Program Re-entry Policy for the ASC
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Customers who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must re-enter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Course Descriptions for the ASC
ADMIN 501 ............................................................... 0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education / Administration and Supervision program in California. Students will be introduced to the program’s progress and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative practicum will be discussed.
ADMIN 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.
ADMIN 594A ............................................................... 1 credit
Administrative Practicum Part I: Instructional Leadership
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.
ADMIN 594B ............................................................... 1 credit
Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
ADMIN 594C ............................................................... 1 credit
Administrative Practicum Part III: Professional Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ADMIN 518 ............................................................... 3 credits
Leadership and Collaborative Processes
This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 570 ............................................................... 3 credits
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 555 ............................................................... 3 credits
School Policy and Law for Principals
This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.
ADMIN 575 ............................................................... 3 credits
Family, Community and Media Relations
This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.
ADMIN 524 ............................................................... 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines principals’ responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continual school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.
ADMIN 528 ............................................................... 3 credits
Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice
grant-writing skills, and participate in field experiences related to special programs administration.

**Business and Facilities Management**

In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

**Human Resources Management in Education**

This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

**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. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

**California Teachers of English Learners Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. 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 representative for more information.

This certificate program is aligned directly to the Candidate Competency Standards and the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL). The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD).

For more information about our graduation rates, the median debt of English language development (ELD).

This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

**Required Course of Study for the CERT/CTEL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 502</td>
<td>Orientation to the California Teachers of English Learners (CTEL) Program</td>
<td>0</td>
</tr>
<tr>
<td>ELD 502</td>
<td>Foundations of Instruction for English Learners</td>
<td>3</td>
</tr>
<tr>
<td>ELD 503</td>
<td>Understanding Language Acquisition &amp; Cognition</td>
<td>3</td>
</tr>
<tr>
<td>ELD 504</td>
<td>Teaching Reading &amp; Writing to English Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study. Program and Certification requirements are subject to change based on Department of Education or University Policy.

**Additional Admission requirements for the CERT/CTEL**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- The Commission can only accept course work and degrees completed at regionally accredited institutions or an equivalent undergraduate degree earned at a recognized foreign institution. Degrees and course work must have been completed while the institution was regionally accredited in order for the Commission to consider them for Credentialing purposes.
- Students using foreign credentials when enrolling in a local campus program or Online program in the State of California must use a foreign credential evaluation service that is approved by the California state regulating board.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- Candidates entering this program must possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children’s Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.
- The following are not appropriate prerequisite credentials or permits: Emergency Permits, Provisional Internship Permits, Short-Term Staff Permits, District Intern Credentials, University Intern Credentials, Exchange Credentials, Sojourn Certified Employee Credentials, Services credentials without a special class authorization.
- Access to an educational setting with English language learners.
- A signed CERT/CTEL New Student Checklist

**Certificate Completion Requirements for the CERT/CTEL**

- Completion of a minimum of 12 credits.
- A minimum program grade point average (GPA) of 3.0.
- Completion of the e-portfolio.

**Residency Requirements and Course Waivers for the CERT/CTEL**

Students may waive only three (3) credits from the program. Courses may only be waived with California Commission-approved CERT/CTEL course work.

**Additional Academic Program Re-entry Policy for the CERT/CTEL**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version.
However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

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. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Institutional Recommendation for the CERT/CTEL**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their program. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

**Course Descriptions for the CERT/CTEL**

**MTE 502** Orientation to the California Teachers of English Learners (CTEL) Program
This course is designed to provide an orientation to the primary components of the California Teachers of English Learners (CTEL) Program. Students will be introduced to the program’s components and completion requirements. Electronic Resources, Field Experience, and E-Portfolio will be discussed.

**ELD 502** Foundations of Instruction for English Learners
This course discusses standardized and authentic assessments and assessment strategies in the areas of literacy and biliteracy development of English Learners. Issues associated with the interdependent relationship between teaching and assessment are addressed in addition to effective parental and/or community involvement in literacy development.

**ELD 504** Assessment of English Learners
This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

**ELD 506** Understanding Language Acquisition and Cognition
This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.

**ELD 535** Teaching Reading and Writing to English Learners
This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.

**Certificate Awards**

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

**Accreditation and Affiliations**

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
- Call Center Industry Advisory Council (CIAC)
## TUITION AND FEES - GROUND CLASSROOM RATES

### UNDERGRADUATE (Sacramento Valley)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Per Credit/In Class</td>
<td>$440.00</td>
<td>Due in accordance with the payment option chosen in Financial Option Guide.</td>
</tr>
<tr>
<td>Standard (Level 1-2)</td>
<td>$540.00</td>
<td></td>
</tr>
<tr>
<td>Nursing (Level 3-4)</td>
<td>$510.00</td>
<td></td>
</tr>
<tr>
<td>BSLS (Level 3-4)</td>
<td>$420.00</td>
<td></td>
</tr>
<tr>
<td>ND-DCE</td>
<td>$225.00</td>
<td></td>
</tr>
<tr>
<td>Continuing Education Tuition</td>
<td>$175.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>California Student Tuition Recovery Fund (STRF) (non-refundable)</td>
<td>Effective on January 1, 2013, the STRF assessment rate is $0.50 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.50.</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>Due in accordance with the payment option chosen in Financial Option Guide.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$95.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>CLEP Examination</td>
<td>Contact Your Campus Representative</td>
<td>When each institutional test is administered. Two payments required; $80.00 for DANTES and $15.00 for UOPX admin fee.</td>
</tr>
<tr>
<td>DANTES Examination</td>
<td>$95.00</td>
<td></td>
</tr>
<tr>
<td>Prior Learning Assessment Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.</td>
</tr>
<tr>
<td>Per Assessed Credit Fee</td>
<td>$75.00</td>
<td>All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25.00</td>
<td>Upon notification.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd day delivery</td>
<td>$ 45.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Certificate</td>
<td>$ 15.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Transcript Rush</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
## GRADUATE (Sacramento Valley)

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<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (applicable to certificate and single course applications only)</td>
<td>$ 45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td><strong>Tuition Per Credit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>$ 700.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Nursing and Counseling</td>
<td>$ 620.00</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>$ 585.00</td>
<td></td>
</tr>
<tr>
<td><strong>California Student Tuition Recovery Fund (STRF) (non-refundable)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective on January 1, 2013, the STRF assessment rate is $0.50 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.50.</td>
<td></td>
<td>Upon notification.</td>
</tr>
<tr>
<td><strong>Directed Study Administrative Charge (non-refundable)</strong></td>
<td>$ 75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td><strong>Master of Science in Counseling Assessment Portfolio Fees:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNSL 502</td>
<td>$ 150.00</td>
<td>Due at orientation.</td>
</tr>
<tr>
<td>CNSL 556</td>
<td>$ 150.00</td>
<td></td>
</tr>
<tr>
<td>SCHC 556</td>
<td>$ 150.00</td>
<td></td>
</tr>
<tr>
<td><strong>Book and Materials Charges</strong></td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td><strong>Electronic Course Materials Charge (if applicable)</strong></td>
<td>$ 115.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td><strong>Check Return Fee</strong></td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td><strong>Late Payment Fee</strong></td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
</tbody>
</table>

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TUITION AND FEES - ONLINE RATES

UNDERGRADUATE (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single Course Application Fee (non degree seeking)</td>
<td>$ 45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td>Credit Recognition Program/Tuition Per Credit</td>
<td>$ 250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSB (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSB (Level 300 and Level 400)</td>
<td>$ 610.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSN (Level 100 and Level 200)</td>
<td>$ 395.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSN (Level 300 and Level 400)</td>
<td>$ 510.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSHA (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSHA (Level 300 and Level 400)</td>
<td>$ 610.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSP (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSP (Level 300 and Level 400)</td>
<td>$ 585.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSHS (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSHS (Level 300 and Level 400)</td>
<td>$ 610.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSED (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSED (Level 300 and Level 400)</td>
<td>$ 420.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSLS (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSLS (Level 300 and Level 400)</td>
<td>$ 420.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
</tbody>
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<tr>
<th>Type of Fee</th>
<th>Amount*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCOM (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSCOM (Level 300 and Level 400)</td>
<td>$ 605.00</td>
<td></td>
</tr>
<tr>
<td>BSEVS (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td></td>
</tr>
<tr>
<td>BSEVS (Level 300 and Level 400)</td>
<td>$ 435.00</td>
<td></td>
</tr>
<tr>
<td>BAENG (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td></td>
</tr>
<tr>
<td>BAENG (Level 300 and Level 400)</td>
<td>$ 435.00</td>
<td></td>
</tr>
<tr>
<td>Other College of Humanities and Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td></td>
</tr>
<tr>
<td>Other College of Humanities and Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Level 300 and Level 400)</td>
<td>$ 435.00</td>
<td></td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCJA (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSJCA (Level 300 and Level 400)</td>
<td>$ 610.00</td>
<td></td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSIT (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>BSIT (Level 300 and Level 400)</td>
<td>$ 610.00</td>
<td></td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Bachelors (Level 100 and Level 200)</td>
<td>$ 410.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Other Bachelors (Level 300 and Level 400)</td>
<td>$ 440.00</td>
<td></td>
</tr>
<tr>
<td>Continuing Education Tuition</td>
<td>$ 175.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Education Single Courses</td>
<td>$ 280.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Liberal Arts Single Courses</td>
<td>$ 420.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Directed Study Administrative Charge (non–refundable)</td>
<td>$ 75.00</td>
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<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$ 135.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge for DCE</td>
<td>$ 25.00</td>
<td></td>
</tr>
<tr>
<td>CLEP Examination</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Prior Learning Assessment Fees</td>
<td></td>
<td></td>
</tr>
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<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
</tr>
<tr>
<td>Per Assessed Credit Fee</td>
<td>$75.00</td>
<td></td>
</tr>
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Check Return Fee | Contact Your Campus Representative | Upon notification.
Late Payment Fee | $25.00 | Upon notification.

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<td>Upon request.</td>
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<tr>
<td>Duplicate Diploma</td>
<td>$30.00</td>
<td>Upon request.</td>
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<tr>
<td>Duplicate Certificate</td>
<td>$15.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Transcript Rush</td>
<td>$30.00</td>
<td>Upon request.</td>
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<td>At time of application.</td>
</tr>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA</td>
<td>$ 740.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>MSN</td>
<td>$ 595.00</td>
<td></td>
</tr>
<tr>
<td>MHA</td>
<td>$ 740.00</td>
<td></td>
</tr>
<tr>
<td>MAED</td>
<td>$ 540.00</td>
<td></td>
</tr>
<tr>
<td>MC</td>
<td>$ 740.00</td>
<td></td>
</tr>
<tr>
<td>MCSC</td>
<td>$ 685.00</td>
<td></td>
</tr>
<tr>
<td>MSP</td>
<td>$ 740.00</td>
<td></td>
</tr>
<tr>
<td>MSAJS</td>
<td>$ 740.00</td>
<td></td>
</tr>
<tr>
<td>MSCIS</td>
<td>$ 740.00</td>
<td></td>
</tr>
<tr>
<td>MIS</td>
<td>$ 740.00</td>
<td></td>
</tr>
<tr>
<td>Other Masters</td>
<td>$ 740.00</td>
<td></td>
</tr>
<tr>
<td>Continuing Education Tuition</td>
<td>$ 175.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Education Single Courses</td>
<td>$ 280.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Directed Study Administrative Charge (non–refundable)</td>
<td>$ 75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)- Graduate</td>
<td>$ 160.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)- Doctoral</td>
<td>$ 175.00</td>
<td></td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
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CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who attend a private postsecondary institution in the event of such things as the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

By law, qualifying educational institutions authorized to operate in the State of California must participate in the STRF and charge CA students the applicable assessment rate set by California Regulation. Effective on January 1, 2013, the STRF assessment rate is $0.50 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.50.

Per California regulations:

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

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

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

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

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

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act. However, no claim can be paid to any student without a social security number or a taxpayer identification number.
6. A student seeking reimbursement under the Fund shall file a written application on the Bureau's Student Tuition Recovery Fund Claim Form, [link](http://www.bppe.ca.gov/forms_pubs/strf.pdf)
FACILITIES

Alabama Locations
Birmingham Campus
100 Corporate Parkway
Suite 250
Birmingham, AL 35242-2982
205 747-1001

Arizona Locations
Phoenix Campus
1625 West Fountainhead Pkwy
Tempe, AZ 85282-6634
480 557-2000

University of Phoenix at Western International University
1601 West Fountainhead Pkwy
Tempe, AZ 85282

Mesa Learning Center
1620 South Stapley Drive
Mesa, AZ 85204-6634
480 557-2000

Northwest Learning Center
2550 West Union Hills Drive
Phoenix, AZ 85027-5139
602 557-2000

West Valley Learning Center
9520 West Palm Lane, Phoenix, AZ 85037-4403
602 557-2000

Southern Arizona Campus
800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

River Road Learning Center
555 East River Road
Tucson, AZ 85704-5943
520 408-8202

Yuma Learning Center
899 East Plaza Circle
Yuma, AZ 85365-2033
928 341-0233

Arkansas Locations
Little Rock Campus
10800 Financial Center Parkway
Little Rock, AR 72211-3552
501 225-9337

California Locations
Pinnacle Hills Learning Center
2800 Gateway Oaks Drive
San Diego, CA 92452-1919
800 266-2107

El Centro Branch
3095 N Imperial Avenue
El Centro, CA 92243
760 355-1190

Palm Desert Center
34100 Gateway Drive
Palm Desert, CA 92211-0850
800 473-4346

San Marcos Branch
300 Rancheros Drive
San Marcos, CA 92069-2967
760 510-8253

Southern California Region
3090 Bristol Street
Costa Mesa, CA 92626-3099
800 888-1968

Diamond Bar Branch
1370 S Valley Vista Dr
Diamond Bar, CA 91765-3921
800 888-1968

Gardenia Branch
1515 W 190th Street
Suite #450
Gardenia, CA 90248-4319
800 888-1968

La Palma Branch
6 Centerpointe Drive
La Palma, CA 90623-0641
800 888-1968

Lancaster Branch
1220 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Ontario Branch
3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Pasadena Branch
299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

San Bernardino Branch
451 E Vanderbilt Way
San Bernardino, CA 92408-3610
800 888-1968

South Coast Branch
3150 Bristol Street
Suite 100
Costa Mesa, CA 92626-3088
800 888-1968

Woodland Hills Branch
5955 De Soto Ave
Woodland Hills, CA 91367-5107
800 888-1968

Colorado Locations
Colorado Campus - Lone Tree
10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 755-9090

Colorado Springs Downtown
2 North Cascade Avenue
Suite 100
Colorado Springs, CO 80903-1620
719 527-9000

Turnpike Learning Center
8700 Turnpike Drive
Westminster, CO 80030-7030
303 755-9090

Connecticut Locations
Fairfield County Campus
535 Connecticut Ave
Norwalk, CT 06854-1700
203 523-4700

District of Columbia Locations
Washington DC Campus
25 Massachusetts Ave NW
Washington, DC 20001-1431
202 473-2520

University of Phoenix, 2014-2015
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Florida Locations

Central Florida Main Campus
8325 South Park Circle
Suite 100
Orlando, FL 32819-9075
407 345-8868

Central Florida Campus
2290 Lucien Way
Suite 400
Maitland, FL 32751-7001
407 667-0555

West Florida Learning Center
12802 Tampa Oaks Boulevard
Suite 400
Temple Terrace, FL 33637-1920
813 626-7911

Central Florida Campus
2290 Lucien Way
Suite 400
Maitland, FL 32751-7001
407 667-0555

West Florida Learning Center
12802 Tampa Oaks Boulevard
Suite 400
Temple Terrace, FL 33637-1920
813 626-7911

North Florida Campus
4500 Salisbury Road
Suite 200
Jacksonville, FL 32216-0959
904 636-6645

Oakleaf Learning Center
9775 Crosshill Blvd
Suites A-1, A-2
Jacksonville, FL 32222-5823
904 636-6645

Oakleaf Learning Center II
9785 Crosshill Blvd
Jacksonville, FL 32222-5823
904 779-4501 FAX

South Florida Main Campus
2400 SW 145th Avenue
Miramar, FL 33027-4145

Cypress Creek Learning Center
550 W Cypress Creek Road
Suite 150
Ft. Lauderdale, FL 33309-6104
866 766-0766

Kendall Learning Center
13400 SW 120th Street
Suite 300
Miami, FL 33186-7443
866 766-0766

Miami Learning Center
11410 NW 20th Street
Suite 100
Miami, FL 33172-1111
866 766-0766
305 428-4911 FAX

Idaho Locations

Idaho Campus
1422 South Tech Lane
Meridian, ID 83642-5114
208 898-2000
208 895-9728 FAX

Illinois Locations

Chicago Campus
1500 McConnor Parkway
Suite 700
Schaumburg, IL 60173-4395
847 413-1922

Downtown Chicago Learning Center
203 N LaSalle St
Chicago, IL 60601-1210
312 223-1101

Indiana Locations

Indianapolis Campus
7999 Knue Road
Indianapolis, IN 46250-1932
317 585-8610

Northwest Indiana Campus
8401 Ohio Street
Merrillville, IN 46410-6687
219 794-1500

Iowa Locations

Des Moines Campus
317 6th Avenue
Suite 102
Bank of America Building
Des Moines, IA 50309-4109
866 229-5743

Kansas Locations

Lenexa Learning Center
8345 Lenexa Drive
Lenexa, KS 66214-1654
816 943-9600

Kentucky Locations

Louisville Campus
10400 Linn Station Road
Louisville, KY 40223-3839
502 423-0149
800 697-8223

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Baton Rouge Campus
2431 S Acadian Thruway
Baton Rouge, LA 70808-2300
225 927-4443

New Orleans Learning Center
1 Galleria Blvd
Suite 825
Metairie, LA 70001-2082
504 613-1500

Lafayette Campus
425 Settlers Trace Boulevard
Lafayette, LA 70508
337 354-4700

Shreveport-Bossier Campus
350 Plaza Loop Drive
Building E
Bossier City, LA 71111-4390
318 549-8920

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Maryland Campus
8830 Stanford Blvd
Suite 100
Columbia, MD 21045-5423
410 872-9001

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19 Granite Street
Suite 300
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866 867-3678
602 308-7018 FAX

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26261 Evergreen Road
Southfield, MI 48076-4400
248 675-3700

Downtown Detroit Learning Center
1001 Woodward Avenue
Detroit, MI 48226-1904
313 324-3900

Macomb Learning Center
19176 Hall Rd
Clinton Township, MI 48038-6915
586 840-2100
586 228-7152 FAX

Georgia Locations

Atlanta Campus
8200 Roberts Drive
Sandy Springs, GA 30350-4147
678 731-0555

DeKalb Learning Center
2600 Century Center
Atlanta, GA 30345-3125
404 443-6900
404 443-6901 FAX

Gwinnett Learning Center
2470 Satellite Blvd
Duluth, GA 30096-5801
678 731-0555

McDonough Learning Center
2030 Avalon Parkway
Suite 100
McDonough, GA 30252-3055
770 268-4100

Augusta Campus
3150 Perimeter Parkway
Augusta, GA 30909-4583
706 688-2000

Columbus Georgia Campus
7200 North Lake Drive
Columbus, GA 31909
706 320-1266

Savannah Campus
8001 Chatham Center Drive
Savannah, GA 31405-7400
912 232-0531

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Hawaii Campus
745 Fort Street
Suite 2000
Honolulu, HI 96813-3800
808 536-2686

Kapolei Learning Center
949 Kamokila Blvd
Kapolei, HI 96707-2082
808 693-8686

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Idaho Campus
1422 South Tech Lane
Meridian, ID 83642-5114
208 898-2000
208 895-9728 FAX

Illinois Locations

Chicago Campus
1500 McConnor Parkway
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Northwest Indiana Campus
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219 794-1500

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Des Moines Campus
317 6th Avenue
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8345 Lenexa Drive
Lenexa, KS 66214-1654
816 943-9600

Kentucky Locations

Louisville Campus
10400 Linn Station Road
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800 697-8223

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Baton Rouge Campus
2431 S Acadian Thruway
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225 927-4443

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1 Galleria Blvd
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504 613-1500

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425 Settlers Trace Boulevard
Lafayette, LA 70508
337 354-4700

Shreveport-Bossier Campus
350 Plaza Loop Drive
Building E
Bossier City, LA 71111-4390
318 549-8920

Maryland Locations

Maryland Campus
8830 Stanford Blvd
Suite 100
Columbia, MD 21045-5423
410 872-9001

Massachusetts Locations

Boston Campus
19 Granite Street
Suite 300
Braintree, MA 02184-1744
866 867-3678
602 308-7018 FAX

Michigan Locations

Detroit Main Campus
26261 Evergreen Road
Southfield, MI 48076-4400
248 675-3700

Downtown Detroit Learning Center
1001 Woodward Avenue
Detroit, MI 48226-1904
313 324-3900

Macomb Learning Center
19176 Hall Rd
Clinton Township, MI 48038-6915
586 840-2100
586 228-7152 FAX
### University of Phoenix, 2014-2015

**FACILITIES**

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Michigan Campus</td>
<td>318 River Ridge Drive NW Walker, MI 49544-1683</td>
<td>616 647-5100</td>
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<tr>
<td>Ann Arbor Learning Center</td>
<td>315 E Eisenhower Ann Arbor, MI 48108-3350</td>
<td>734 994-0816</td>
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<tr>
<td>Flint Learning Center</td>
<td>3341 S Linden Road Flint, MI 48507-3045</td>
<td>810 223-9100</td>
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<tr>
<td>Lansing Learning Center</td>
<td>3100 West Road East Lansing, MI 48823-6369</td>
<td>517 333-8293</td>
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<tr>
<td>Portage Learning Center</td>
<td>950 Trade Centre Way Portage, MI 49002-0487</td>
<td>269 567-4000</td>
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<td>Minnesota Locations</td>
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<tr>
<td>Minneapolis/St. Paul Campus</td>
<td>435 Ford Road St. Louis, MN 55426-4915</td>
<td>612 487-7226</td>
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<tr>
<td>Jackson Campus</td>
<td>120 Stone Creek Blvd Suite 200 Flowood, MS 39232-8205</td>
<td>601 664-9500</td>
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<td>Missouri Locations</td>
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<tr>
<td>Kansas City Campus</td>
<td>1310 E 104th Street Suite 100 Kansas City, MO 64131-4504</td>
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<tr>
<td>St. Louis Campus</td>
<td>13801 Riverport Drive St. Louis, MO 63043</td>
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<td>Downtown St. Louis Learning Center</td>
<td>211 North Broadway Suites 901 St. Louis, MO 63102-2711</td>
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<tr>
<td>Las Vegas Campus</td>
<td>3755 Breakthrough Way Las Vegas, NV 89135-3047 702 638-7279</td>
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<td>Henderson Learning Center</td>
<td>7777 Eastgate Road Henderson, NV 89011-4039 702 638-7279</td>
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<td>Northern Nevada Campus</td>
<td>10345 Professional Circle Suite 200 Reno, NV 89521-5862 775 826-7999</td>
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<tr>
<td>Jersey City Campus</td>
<td>100 Town Square Place Jersey City, NJ 07310-1756 201 610-1408</td>
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<tr>
<td>New Mexico Campus</td>
<td>5700 Pasadena Ave NE Albuquerque, NM 87113-1570 505 821-4800</td>
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<tr>
<td>Santa Teresa Learning Center</td>
<td>1270 Country Club Road Santa Teresa, NM 88008-9725 575 874-4600</td>
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<tr>
<td>Charlotte Campus</td>
<td>3800 Arco Corporate Drive Charlotte, NC 28273-3409 704 504-5409</td>
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<tr>
<td>Cleveland Main Campus</td>
<td>3401 Enterprise Parkway Beachwood, OH 44122-7343 216 378-0473</td>
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<td>Oklahoma City Campus</td>
<td>6501 Broadway Ext Suite 100 Oklahoma City, OK 73116-8234 405 842-8007</td>
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<td>Tulsa Learning Center</td>
<td>1402 East 21st Street Suite 100 Tulsa, OK 74134-1412 918 622-4877</td>
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<td>Oregon Campus</td>
<td>13221 SW 68th Pkwy Tigard, OR 97223-8328 503 403-2900</td>
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<tr>
<td>Cascades Station Learning Center</td>
<td>9600 NE Cascades Parkway Portland, OR 97220-6831 503 280-7300</td>
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<td>Salem Learning Center</td>
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<td>Harrisburg Campus</td>
<td>4050 Crums Mill Road Harrisburg, PA 17112-2894 717-540-3300</td>
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<td>Philadelphia Main Campus</td>
<td>30 South 17th Street Philadelphia, PA 19103-4001 267 234-2000</td>
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<td>Puerto Rico Locations</td>
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<td>Puerto Rico Campus</td>
<td>B7 Calle Tabonuco Santander Tower at San Patricio Guaynabo, PR 00968 787 731-5400 787 731-1510 FAX</td>
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<td>South Carolina Locations</td>
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<td>Columbia - South Carolina Campus</td>
<td>1001 Pinnacle Point Drive Columbia, SC 29223-5727 803 699-5036</td>
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<td>Knoxville Campus</td>
<td>10133 Sherrill Blvd Suite 120 Knoxville, TN 37932-3347 865 288-6800</td>
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<tr>
<td>Memphis Campus</td>
<td>65 Germantown Court Cordova, TN 38018-7290 901 751-1086</td>
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<tr>
<td>Nashville Campus</td>
<td>616 Marriott Drive Nashville, TN 37214-5048 615 872-0188</td>
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<tr>
<td>Chattanooga Learning Center</td>
<td>1208 Pointe Centre Drive Chattanooga, TN 37421-3983 423 499-2500</td>
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<tr>
<td>Clarksville Learning Center</td>
<td>141 Chesapeake Ln Suite 101 Clarksville, TN 37040-5241 931 552-5100</td>
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<tr>
<td>Murfreesboro Learning Center</td>
<td>2615 Medical Center Parkway Murfreesboro, TN 37129-3661 615 872-0188</td>
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</tbody>
</table>
Texas Locations

**Austin Campus**
10801-2 Mopac Expwy
Suite 300
Austin, TX 78759-5459
512 344-1400

**Killeen Learning Center**
902 West Central Texas Expwy
Suite 300
Killeen, TX 76541-2566
254 501-6950

**Dallas Campus**
12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

**Resource Center at Arlington Highlands**
3900 Arlington Highlands Boulevard
Suite 237
Arlington, TX 76018-6038
817 995-4200
817 957-3483 FAX

**East El Paso Campus**
1340 Adabel Drive
El Paso TX 79936-6954
Phone: (915) 599-5900

**Houston Campus**
11451 Katy Freeway
Houston, TX 77079-2004
713 465-9900

**Woodlands Learning Center**
24624 Interstate 45
Spring, TX 77386-1935
281 298-3500
281 419-3860 FAX

**McAllen Campus**
4201 South Shary Road
Mission, TX 78572-1578
956 519-5800

**San Antonio Campus**
8200 IH-10 West
Suite 1000
San Antonio, TX 78230-3876
210 524-2100
800 697-8223

Utah Locations

**Utah Campus**
5373 South Green Street
Salt Lake City, UT 84123-4642
801 263-1444

**North Davis Learning Center**
1366 Legend Hills Drive
Clearfield, UT 84015-1585
801 825-1891
801 224-2844
801 773-5297 FAX

**South Jordan Learning Center**
10235 S Jordan Gateway
South Jordan, UT 84095-4187
801 727-3000

**St. George Learning Center**
965 East 700 South
St. George, UT 84790-4082
801 263-1444

Virginia Locations

**Arlington Learning Center**
1800 South Bell Street
Suite 100
Arlington, VA 22202-3546
571 227-7075
703 416-2582 FAX

**Richmond - Virginia Beach Campus**
9750 West Broad Street
Glen Allen, VA 23060-4169
804 281-3900

**Virginia Beach Learning Center**
150 Central Park Ave
Virginia Beach, VA 23462
757 493-6300

Washington Locations

**Western Washington Campus**
7100 Fort Dent Way
Suite 100
Tukwila, WA 98188-8553
425 572-1600

**Milwaukee Main Campus**
10850 West Park Place
Suite 150
Milwaukee, WI 53224-3606
414 410-7900

Online

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

International Locations

**Asia Pacific Military Campus**
Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX
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Northeast District
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Northeast District
Cleveland Campus

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Campus Director
Northeast District
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Northeast District
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Northeast District
Detroit Campus

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Director of Academic Affairs
West District
Southern California Campus

Jim Ghormley, DM  
Associate Director of Academic Affairs
West District
Southern California Campus

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West District
San Diego Campus

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Director of Academic Affairs
West District
San Diego Campus

Jon Iglinski, MA  
Associate Director of Academic Affairs
West District
San Diego Campus

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Campus Vice President
West District
Sacramento Campus

Howard Hall, PhD  
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West District
Sacramento Campus

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Campus Director
West District
Central Valley Campus

Tammie Maynard, MAOM  
Director of Academic Affairs
West District
Central Valley Campus

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Campus Vice President
West District
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Director of Academic Affairs
West District
Bay Area Campus

Kristine Averill, MAOM  
Campus Director
West District
Hawaii Campus

Deborah Hornsby, EdD  
Director of Academic Affairs
West District
Hawaii Campus

Michael Cullup, MBA  
Campus Director
West District
Oregon Campus

Shane Corsetti, MBA  
Director of Academic Affairs
El Paso Campus
Wayne Brock, DM
   Director of Academic Affairs
   South District
   El Paso Campus
Nancy McDonald, PhD
   Director of Academic Affairs
   South District
   New Mexico Campus
Cara Atencio, MAOM
   Campus Director
   South District
   New Mexico Campus
Luke Campbell, MBA
   Campus Director
   South District
   Little Rock Campus
Christie White, MBA
   Director of Academic Affairs
   South District
   Little Rock Campus
Academic Cabinet Members
The Academic Cabinet shall be comprised of the following voting members:
- The Provost (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
The Academic Council shall be comprised of the following members:
- Provost is Chairperson and the Vice Provost is Vice-Chairperson. The Chairperson and Vice-Chairperson are non-voting members.
- The following members are voting members:
  - Vice President of Office of Admissions and Records
  - Deans of the Colleges
  - Representative from Registrar’s Office, Office of Admissions and Records
  - Representative from Admissions, Office of Admissions and Records
  - Representative from Academic Affairs Operations
  - Representative from Academic Administration
  - Representative from Office of Dispute Management
  - Representative from Financial Aid
  - Representative from Student Services
  - Representative from Financial Services

Where a representative is indicated, the representative shall 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/Enrollment/Apollo Learning and Professional Development
- Office of Admissions & Records
- Directors & Management
- Campus Vice Presidents/ Directors
- Program and Policy Implementation teams
- Veterans Affairs
- Enrollment/Apollo Learning and Professional Development
- Office of Admissions & Records
- Directors & Management
- Campus Vice Presidents/ Directors
- Program and Policy Implementation teams
- Veterans Affairs
- Apollo Ethics and Compliance
- University Strategy
- Strategic Integration and Organizational Effectiveness
- Office of Dispute Management
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FACULTY

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Academic Dean
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Associate Dean
Natalia Bryant, PhD

Shawn McCowan, PhD

Assistant Dean
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