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“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.

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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/safety.
Sperling’s research convinced him not only that adult learners were interested in furthering their educational goals, but also that this group differed from their younger 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 the adult learner population. He suggested how these institutions would 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 adult learners.

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 adult learners. Over the last quarter-century, University of Phoenix has come to be regarded by many as a leader and change agent in higher education. Outside observers often attribute this to the University’s dedication to creating applied professional education for adult learners, an academic model designed specifically to facilitate adult learning, and an organizational culture that prizes innovation. The University has continued to evolve and endeavors to improve continuously.

Now, almost thirty years later, current research has identified a growing segment of traditional-aged students whose members are more like the older student population the University currently serves. Larger numbers of young people entering colleges today, work at least part time, if not full time, while attending school. For these “non-traditional” traditional-age students, the educational tenets developed by John Sperling in the late 1970s readily apply to the ways they learn best.

Ownership Information

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

Mission

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

1. To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student’s work place.

2. To develop competence in communication, critical thinking, collaboration, and information utilization, together with 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 adult learner.

8. To generate the financial resources necessary to support the University’s mission.

Accreditation and Affiliations

University of Phoenix is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 N. LaSalle St., Ste. 2400, Chicago IL 60602-2504; (312) 263-0456, (800) 621-7440). The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Washington, DC 20036-1120; (202) 887-6791). The Master of Science in Counseling program in Community Counseling (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling program in Mental Health Counseling (Utah Campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (5999 Stevenson Avenue, Alexandria, VA 22304 (703-823-9800). The Associate of Arts in Business, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Executive Master of Business Administration, Master of Management, Doctor of Management and Doctor of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (www.acbsp.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, the American Assembly of Collegiate Schools of Business, 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, counseling and human services, education, 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 fiscal year ending August 31, 2006, University of Phoenix had an enrollment of over 260,000 students and had expanded to include 211 campuses and learning centers in 39 U.S. States as well as locations in the District of Columbia, Puerto Rico, Alberta, British Columbia, and the Netherlands. Additionally, University of Phoenix offers degree programs globally through its online delivery system. According to students responding to a registration survey, the average student is in his or her mid-thirties (33 for undergraduates and 36 for graduates) and has been employed full-time for about 13 years. Gender of entering students is approximately 63 percent female and 37 percent male. Approximately 44 percent of entering students reported belonging to an ethnic minority. Currently, across University of Phoenix, approximately 46 percent of the students are seeking undergraduate business or management degrees and 11.3 percent are seeking graduate business or management degrees. Enrollments in other University of Phoenix degree programs include: 13.6 percent in health sciences and nursing, 8.4 percent in technology, 6 percent in education, 10.6 percent in social and behavioral sciences, and 2.3 percent in general studies.
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 databases 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.

What is in the University Library?

Thousands of scholarly journals and periodicals holding millions of full-text articles relevant to each University of Phoenix degree program are contained in the databases. In addition, financial reports on over 10,000 public companies and a variety of directories and other reference publications are available. The databases included in the University Library are commercial products held by the University under a license agreements with content providers and will not be found through databases freely available to the general public like Web pages found through an Internet search engine.

Current Database Components of the University Library

Article Databases - Major

These databases are appropriate for all subjects and are configured to provide full-text articles.

EBSCOhost

EBSCOhost includes the full text of nearly 8,000 periodicals, including over 4,000 scholarly journals. This resource is appropriate for courses in all subjects.

ProQuest

ProQuest® includes full text coverage of over 9,000 periodicals and over 4,000 peer-reviewed journals, including the Wall Street Journal and New York Times. Searches in ProQuest® can be limited to a particular publication type (newspapers or periodicals) depending on specific research needs. This resource is appropriate for courses in all subjects.

Thomson Gale PowerSearch

Thomson Gale PowerSearchTM, formerly InfoTrac OneFile®, includes full text access to over 13,000 periodicals and more than 6,000 peer-reviewed journals, with historical coverage from 1980.

Article Databases - Specialized

These databases provide overviews and articles on computer science, political and social interests, world business and current affairs, distance learning, history, health and wellness, and various specialized topics.

ACM Digital Library

The ACM (Association for Computing Machinery) Digital Library contains over 69,000 full-text and conference proceedings related to all aspects of computer science. This resource is recommended for courses in information systems and technology.

American Health Line

American Health Line tracks the health care industry providing a daily news briefing on health care politics, policy, and business news at the state and national levels.

Business & Company Resource Center

Business & Company Resource Center is a comprehensive business database with content from periodicals, newsletters, directories, financial reports, and other authoritative sources. This database allows searching by company name, keywords, and other criteria. Tabbed results pages show different sources of information available for each company or subject covered in the database.

Business Insights

Business Insights, formerly known as Reuters Business Insight offers in-depth research reports regarding industries, marketing, and technologies. This database is recommended for courses in business and technology management.

Business Source Complete

Business Source Complete contains full text journals in all disciplines of business, including marketing, management, accounting, finance, and economics. Additional content includes SWOT analyses, case studies, financial data, conference proceedings, investment research reports, industry reports, market research reports, and more. Search criteria include keywords, company names, industries, and markets.

Clin-eguide

Clin-eguide provides evidence-based treatment recommendations for frequent and high-cost problems occurring in primary care, inpatient, and emergency department settings. Key performance improvement indicators ensure optimal patient outcomes and adherence to regulatory standards. Clin-eguide integrates diagnosis and treatment guidelines, disease monographs from the 5-Minute Consult Database, and pharmaceutical information.

CQ Electronic Library

CQ Electronic Library is a suite of reference products from Congressional Quarterly®. Contents include CQ Researcher, CQ Weekly, the Electronic Encyclopedia of American Government, the electronic version of the Washington Information Directory (eWID), the CQ Public Affairs Collection, CQ Insider, and the CQ Supreme Court Collection. This resource is recommended for courses in critical thinking, government, law, political science, and public affairs.
Economist.com
Economist.com is the premier online source for the analysis of world business and current affairs, providing authoritative insight and opinion on international news, world politics, business, finance, science, and technology, as well as overviews of cultural trends and industry, business and, country surveys. Economist.com publishes all articles from The Economist print edition (including those printed only in British copies) plus a searchable archive of all the Economist’s articles back to January 2000. Links to other articles and to relevant sources on the web are included with many of the stories.

Educational Pathways
Educational Pathways (EdPath) is a newsletter that covers distance learning initiatives, programs, and practices. Articles are composed through in-depth interviews with educators working in the field and reflect some of the latest advances and practices in higher education.

Emerald
Emerald is a collection of scholarly journals in the field of management and business, with additional coverage in the areas of library science, information science, and criminal justice. All journals in Emerald are considered peer-reviewed.

Facts on File - News Services

Facts on File - Online Databases
Facts on File - Online Databases includes American History Online, American Women’s History Online African-American History Online, American Indian History Online, Modern World History Online, Ancient and Medieval History Online, Science Online, and Blooms' Literary Reference Center. This resource is useful for History and Science research and is especially recommended for courses in critical thinking and history.

Faulkner’s Advisory on Computers and Communications Technologies
Faulkner’s Advisory on Computers and Communications Technologies (FACCTS) provides in-depth coverage of information technology and telecommunications. This database contains reports, diagrams, charts, tables, and illustrations on all aspects of computer technology and telephony. This resource is recommended for courses in information systems and technology, as well as technology management.

Health and Wellness Resource Center
The Health and Wellness Resource Center includes approximately 300 pamphlets, links to journal articles from InfoTrac OneFile, and many encyclopedias, including the following titles: Clinical Reference Systems, The Gale Encyclopedia of Childhood & Adolescence, The Gale Encyclopedia of Medicine, Medical and Health Information Directory, PDR Family Guide to Nutrition and Health, and the Gale Encyclopedia of Alternative Medicine. This resource is recommended for courses in nursing, health care, and nutrition.

IEEE Computer Society Digital Library
The IEEE Computer Society Digital Library provided by the Institute of Electrical and Electronics Engineers, Inc. (IEEE), offers 25 computing periodicals with archives back to 1988. Users will also find over 1,700 IEEE Computer Society conference publications published since 1995. Materials cover electronics, robotics, computer science, and telecommunications.

International Security and Counter Terrorism Reference Center
International Security and Counter Terrorism Reference Center offers information on many dimensions of security terrorism. Content includes hundreds of full text journals and periodicals, hundreds of thousands of selected articles, news feeds, reports, summaries, FAQs, and proprietary Background Information Summaries that pertain to terrorism and security. ISCTRRC also combines deep background from scholarly writings with expert commentary from a variety of organizations, agencies, and publishers, as well as timely reviews of recent developments across the international political, military, economic, social, and technical spectrum.

Journal of Leadership Studies
The Journal of Leadership Studies (JLS) is published by John Wiley & Sons, Inc., on behalf of the School of Advanced Studies at University of Phoenix. JLS is a peer-reviewed journal with an emphasis on leadership research and theoretical contributions that bridge the gap between scholarship and practice and that exemplify critical inquiry into contemporary organizational issues and paradigms. The journal promotes interdisciplinary and interorganizational theory, fostering dialogue that transcends industry specific contexts and that explores leadership’s role in improving organizational practices and human life.

Journals@Ovid
Journals@Ovid provides full-text access to leading journals of nursing and medicine from Lippincott, Williams, & Wilkins. This resource is recommended for courses in nursing and health care.

NBER Working Papers
The National Bureau of Economic Research (NBER) Working Papers database contains original research from 1994 to the present on a variety of topics in all aspects of economics. This resource is recommended for advanced courses in business and economics.

Opposing Viewpoints Resource Center
Opposing Viewpoints Resource Center includes the Greenhaven Press Opposing Viewpoints reference books as well as relevant magazine articles and other appropriate information sources. This resource is useful for research about controversial social issues and is especially recommended for introductory courses.

Policy Central
Policy Central is a comprehensive database of United States politics, government, and public affairs. Publications within the database include the Almanac of American Politics®, American Health Line™, National Journal®, Technology Daily, and many other valuable sources. This resource is recommended for courses in political science, health care administration, technology management, and all other subjects related to public policy.
ProQuest Historic Newspapers

ProQuest Historic Newspapers contains the full-text of five leading newspapers: the Christian Science Monitor, the Los Angeles Times, the New York Times, the Wall Street Journal, and the Washington Post. Coverage extends back to the first date of publication for all papers. For the most current issues of these papers, please use the main ProQuest link located under the heading “Article Databases -- Major.”

PsycARTICLES

PsycARTICLES is a database of full-text articles from 53 journals published by the American Psychological Association (APA), the APA Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe & Huber. Coverage extends from 1985 to the present.

RDS Business Reference Suite

The RDS Business Reference Suite incorporates three separate components: TableBase, a database of statistical tables drawn from a variety of sources; Business and Management Practices, an index of solutions to common workplace issues; and Business and Industry, a database of articles from trade journal and industry newsletters. All three are available through a unique interface that allows highly advanced searching. Please note that RDS Business Reference Suite is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in business.

Roll Call

Roll Call is a leading publication covering Congressional news and information. Roll Call provides up-to-the-minute news of the legislative and political events on Capitol Hill. The online version provides not only the full content of the print edition but also breaking news stories.

Sage Full Text Collections

Sage Full-Text Collections is a suite of over 200 journals from Sage Publications in the disciplines of Communication Studies, Criminology, Education, Management and Organization Studies, Nursing and Health Sciences, Political Science, Psychology, Sociology, and Urban Studies and Planning. All journals in Sage Full-Text Collections are considered peer-reviewed.

Security Management Practices

Security Management Practices, produced by Faulkner Information Services, provides full-text reports on topics as protecting organizational assets, implementing security measures, developing security strategy, enforcing security standards, maintaining relationships with law enforcement and other security-related agencies, conducting security audits, and other matters related to security for businesses and organizations. This resource is recommended for courses in criminal justice, information technology, security management, and technology management.

Bases de Datos en Español

Administración de Empresas (Ocenet Administración de Empresas)

Ocenet Administración de Empresas es una base de datos de recursos especializados en economía y administración de empresas. Esta dirigida especialmente a estudiantes de economía y escuelas de negocios, así como para profesionales del ámbito empresarial. Es una herramienta de apoyo al aprendizaje que además incorpora información útil para la práctica profesional como datos macro y micro económicos de diversos países, con énfasis en los de habla hispana. Esta base de datos concentra información de variada procedencia, ofreciendo una visión completa, desde el punto de vista teórico y práctico, de los temas relacionados con la administración de empresas y la economía. Incluye información de referencia, libros especializados, obras didácticas, publicaciones seriadas especializadas, indicadores económicos y diccionarios.

Ocenet Administración de Empresas es una base de datos de especializados recursos en economía y business administration. It is directed especially at economics students and business schools as well as at business professionals. It is a learning-support tool that also incorporates useful information for professional practice like the macro figures and micro economics of various countries-with emphasis on Spanish-speaking countries. This database concentrates information from various sources, offering a complete vision, both theoretical and practical, of the subject as it relates to business administration and economics. It includes reference information, specialized books, teaching works, specialized serial publications, economic indicators, and dictionaries.

Consulta

Ocenet Consulta es una base de datos que contiene más de 200,000 artículos en lengua española, con contenidos específicos de todos los países hispanohablantes. Provee información de referencia que procede fundamentalmente del fondo editorial Océano. Incluye además artículos de revistas y publicaciones especializadas, revisados e indexados diariamente por editores profesionales. Tiene una sección especial de fuentes primarias en la cual se incluyen documentos históricos originales y obras claves de la literatura universal.

Ocenet Consulta is a database containing more than 200,000 articles in Spanish with contents from all Spanish speaking countries. Its reference information is based fundamentally in the editorial resources of Oceano, also including magazine articles and specialized publications revised and indexed daily by professional editors. It has a special section of basic resources including original historical documents and key works in universal literature.

Enciclopedia Universal en Español

La más completa enciclopedia en el idioma español, la Enciclopedia Universal en Español contiene sobre 47,000 artículos, además de 8,300 fotos e imágenes. También provee un diccionario de 65,000 vocablos, un atlas mundial y cronologías históricas. Es un recurso excelente para personas de habla hispana, estudiantes bilingües y estudiantes aprendiendo español.

The most complete encyclopedia in Spanish, the Enciclopedia Universal en Español contains more than 47,000 articles in addition to 8,300 photos and images. It also provides a 65,000-entry dictionary, a world atlas, and historical chronologies. It is an excellent resource for Spanish-speakers, bilingual students, and students learning Spanish.
Fuente Académica

Fuente Académica contiene sobre 200 revistas académicas en idioma español de Latinoamérica y Suramérica. Esta base de datos ofrece full text content in academic areas including business and economics, medical sciences, political science, law, computer science, library and information sciences, literature, linguistics, history, philosophy, and theology. Fuente Académica provee contenido de casas editoras reconocidas en todo el mundo e incluye prestigiosas revistas académicas como Revista de Arquitectura, Estudios Sobre Educación, Revista de Estudios Hispanos, Comunicación y Sociedad, Revista de Ciencias Políticas, y Revista Historia.

Fuente Academia contains over 200 Spanish language, scholarly academic journals from Latin and South America. This database offers full text content in academic areas including business and economics, medical sciences, political science, law, computer science, library and information sciences, literature, linguistics, history, philosophy, and theology. Fuente Academica provides content from respected publishers worldwide and includes prestigious journals such as Revista de Arquitectura, Estudios Sobre Educación, Revista de Estudios Hispanicos, Comunicacion y Sociedad, Revista de Ciencia Politica, and Revista Historia.

ISI Economías Emergentes-Latinoamérica

ISI Economías Emergentes-Latinoamérica proporciona noticias del día de empresas y tendencias económicas de más de 80 economías emergentes de Asia, Oceanía, Latinoamérica, Europa Central y del Este, el Oriente Medio y África.

ISI Emerging Markets - Latin America provides current news, company and industry information, financial markets data, and macroeconomic analysis from more than 80 emerging markets in Asia, Oceania, Latin America, Central and Eastern Europe, the Middle East and Africa.

Latin American Newsstand

Latin American Newsstand provee el texto completo de sobre 35 periódicos tanto en español como en portugués de América Latina. Cubre las áreas de artes, deportes, asuntos políticos y negocios de toda Latinoamérica. Incluye ocho periódicos de Brasil, siete periódicos de México y otras publicaciones de Argentina, Chile, Colombia, Perú, Puerto Rico y Venezuela. Latin American Newsstand provee acceso al periódico El Nuevo Día de Puerto Rico, al periódico El Universal de México, O Globo de Brasil y La Nación de Argentina, en otros. Además incluye revistas regionales y servicios cablegráficos-incluyendo el servicio de finanzas Noticias Financieras—el cual se centra en análisis financieros, tecnológicos, de mercado y tendencias económicas regionales.

Latin American Newsstand includes the full text of over 35 leading newspapers from numerous locations, including Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru, Puerto Rico, Uruguay, and Venezuela. The interface is in Spanish; database content is predominantly Spanish with some additional content in Portuguese and English.

Medicina y Salud (Ocenet Medicina y Salud)

Ocenet Medicina y Salud es un centro de recursos que contiene información especializada en medicina, enfermería y salud. Esta dirigido a estudiantes de medicina, enfermería y carreras afines a la salud. Combina diversos recursos de información para ofrecer una visión completa de todos los temas de interés para profesionales de la salud, tanto desde el punto de vista teórico como práctico. Incluye obras para profesionales médicos, obras formativas, publicaciones seriadas especializadas, protocolos de enfermería, atlas de anatomía y diccionarios médicos.

Ocenet Medicina y Salud is a resource center containing specialized information on medicine, healthcare facilities, and health. It is directed at medical students, healthcare facilities, and careers related to healthcare. It combines various sources of information to offer a compete vision of all subjects of interest to healthcare professionals, in both theoretical and practical points of view. It includes materials for physicians, teaching materials, specialized serial publications, healthcare facility protocols, an anatomical atlas, and medical dictionaries.

Books, Dissertations, and Theses

Books @Ovid

Books @Ovid is a searchable collection of clinical texts in nursing and health sciences from Lippincott Williams & Wilkinson. Specific titles cover topics in critical care, pediatric nursing, emergency medicine, pharmaceutical drug references, nursing research, and theory. The complete text of each book is viewed in an interlinked interface, giving quick access to research and reference information. While Books @Ovid is a searchable database of book content for in-depth research, the contents are not downloadable electronic books.

Dissertations & Theses @ University of Phoenix

Dissertations & Theses @ University of Phoenix provides access to doctoral dissertations completed by learners at the University’s School of Advanced Studies. For access to dissertations from a wide variety of institutions, use the ProQuest Dissertations and Theses - Full Text Link.

Forensic & Law Enforcement netBASE

Forensic & Law Enforcement netBASE is a collection of digital reference material focusing on forensic science, law enforcement, and criminal justice.

Info Security netBASE

Info Security netBASE provides an electronic collection of reference material focusing on information security, IT management, and IT auditing.

IT Knowledge netBASE

IT Knowledge netBASE offers over 170 reference documents focusing on computer engineering, programming language, system development, and computer architecture.
Oxford Scholarship Online
Oxford Scholarship Online is a database containing the full text of over 1,000 scholarly books from Oxford University Press in the areas of economics and finance, philosophy, political science, and religion. Specially-commissioned abstracts and keywords are available at both the book and chapter level. This resource is recommended for advanced courses in economics and finance as well as electives in philosophy, political science, and religion.

ProQuest Dissertations and Theses - Full Text
ProQuest Dissertations and Theses -- Full Text contains the full text of over 600,000 dissertations and theses from universities throughout the United States and Canada. Almost all dissertations published since 1997 are available online with numerous older dissertations added continuously.

PsycBooks
PsycBooks, a resource from the American Psychological Association (APA), is a database of more than 13,000 chapters from over 700 books published by the APA and other distinguished publishers. The database includes scholarly titles published by the APA from copyright years 1953 - 2004. New book chapters are added continuously 18 months after initial publication. Database content includes 100 out-of-print books, classic books of landmark historical impact in psychology, and more than 1,500 authored entries from the APA/Oxford University Press Encyclopedia of Psychology.

Canadian Content
Canada Info Desk
Canada Info Desk is a comprehensive directory of businesses and organizations throughout Canada. The directory includes over 100,000 entries and provides both basic and advanced search capabilities.

Canadian Newsstand / CBCA Complete
Canadian Newsstand and Canadian Business and Current Affairs (CBCA) Complete are two databases with a Canadian emphasis hosted on the ProQuest platform. Canadian Newsstand includes daily newspapers from throughout Canada. CBCA Complete includes trade publications and academic journals with particular emphasis in business, current events, and education.

CPI.Q
CPI.Q, the online version of the Canadian Periodicals Index provides indexing and full-text coverage of selected Canadian and international periodicals from 1980 to the present. CPI.Q is the Library’s exclusive online source for the Globe and Mail.

Company Directories and Financials
Dun & Bradstreet Key Business Ratios
Dun & Bradstreet Key Business Ratios provide industry averages for popular ratios that measure solvency, efficiency, and profitability. This resource is recommended for courses in finance.

IBISWorld
IBISWorld provides market research, economic, industry, and company reports. Market research includes full-text industry analysis based on NAICS codes. Industry reports provide access to industry and company research reports for more than 700 industries; containing trends, statistics, analysis of market size, market share, and industry growth. Economic reports focus on the economic and demographic impact on an organization by examining external environment, business risks, and market opportunities. Lastly, IBISWorld includes company reports on over 8,000 U.S. and global public companies; including 10-K’s and key financial data.

InvestText Plus
InvestText Plus provides complete images in PDF format of analysts’ reports on a variety of industries and publicly traded companies. The reports found in InvestText Plus can be used for access to detailed information about earnings, growth, market share, and other aspects of company and industry performance. This resource is recommended for courses in finance, marketing, and management.

Leadership Library on the Internet
The Leadership Library on the Internet, which is updated daily, is a unique personnel contact database that integrates the print 14 Yellow Book directories. The Leadership Library enables users to find contact information for 400,000 individuals at 40,000 leading U.S. government, business, professional, and nonprofit organizations. Please note that the University Library’s academic subscription does not include list downloading capabilities.

MarketLine Business Information Center
MarketLine Business Information Center provides detailed coverage of companies, industries, and countries. Included are over 10,000 company profiles, over 2000 industry profiles, and over 50 country profiles. Most profiles are updated on a quarterly basis and average 100 pages in length. A “News and Comment” section also provides commentary on events affecting businesses throughout the world.

Mergent BondViewer
Mergent’s BondViewer provides access to a wide range of bond data including issuer, bond level terms, and condition data for U.S. taxable bonds, municipal bonds, and retail notes. Details include company description, offer amount, industry code, CUSIP and historical pricing, corporate actions related to significant events, and current and historical ratings. Coupon details include payment schedule, amount outstanding, interest frequency, and bond type.

Mergent Online
Mergent Online contains detailed financial reports concerning public companies throughout the world. This resource is recommended for courses in finance.

Plunkett Research Online
Plunkett Research Online provides industry-specific research portals for important business sectors. For each industry covered, available components include market research and trends, company profiles, statistics, associations/organizations, and a glossary.

Reference USA
Reference USA provides a comprehensive directory of businesses in the United States and Canada. Searches can combine multiple criteria, allowing for generation of customized lists of businesses. This resource is recommended for courses in business.

Country Profiles and Economic Data
Country Insight
Country Insight is an online database providing in-depth analysis of economic, political, social, and demographic trends affecting 71 countries and eight regions worldwide.

Countrywatch
Countrywatch combines information from a variety of sources into one easy-to-use format. Statistics, breaking news, and overviews are available for virtually all of the world’s nations. This resource is recommended for courses in geography and international business.
Culturegrams™
Culturegrams™ provides concise, reliable cultural information for more than 175 countries of the world. Each entry includes detailed information about history, customs, lifestyle, and government. This resource is recommended for courses in geography, history, international business, and bilingual education.

EIU Country Intelligence
EIU Country Intelligence provides in-depth coverage of countries throughout the world. Specific components of EIU Country Intelligence include Country Commerce, Country Finance, Profiles, and Country Reports. This resource is recommended for courses in international business.

EIU Data Services
EIU Data Services features three components: EIU Country Data, a comprehensive database of economic indicators and forecasts, covering 278 series for 117 countries, as well as 40 regional aggregates, running from 1980 and forecasting out five years; EIU Market Indicators & Forecasts, a powerful database of economic, demographic, consumption and industry data on 60 major countries, stretching back to 1990 and forward five years; and EIU City Data, a global database of product prices and business costs providing over 330 prices levels on more than 160 products and services in 123 cities worldwide from 1990 to the present.

EIU® Viewswire®
EIU® Viewswire® provides current coverage of political and economic trends in 195 countries. Risk analysis and economic forecasts are provided for virtually all nations. This resource is recommended for courses in economics and international business.

Euromonitor Global Market Information Database
The Euromonitor Global Market Information Database (GMID) is an integrated online information system providing key business intelligence on countries, companies, markets, and consumers. Components include country statistics, market data, lifestyle indicators, country profiles, and company overviews.

Europa World Plus
Europa World Plus is a comprehensive review of cultural, economic, and political circumstances in nations and regions throughout the world. This database contains in depth country profiles, as well as profiles of major international organizations.

National Trade DataBank
National Trade DataBank, an important resource from the United States Department of Commerce, is particularly valuable for information about exporting and international markets. This resource is recommended for courses in international business.

State of the Nation
State of the Nation provides various financial and economic data from throughout the federal government and other related entities. This resource is recommended for courses in economics and finance.

Encyclopedias and Dictionaries
American National Biography
American National Biography contains over 18,000 detailed portraits of people from all eras who have influenced and shaped American history and culture. All of the content of the 24-volume printed edition is included in the online version. This resource is recommended for courses in history.

Britannica Online
Britannica Online contains the complete text of the prestigious and authoritative Encyclopaedia Britannica, as well as additional content from the Britannica Student Encyclopedia, the Britannica Elementary Encyclopedia, the Britannica Concise Encyclopedia, the Britannica Internet Guide, Merriam-Webster’s Collegiate Dictionary, and Merriam-Webster’s Thesaurus. Britannica Online allows keyword searching as well as browsing by article titles. This resource provides background information suitable for virtually all academic subjects.

Credo Reference (formerly known as xreferplus)
Credo Reference (formerly known as xreferplus) contains the full text of over 100 specialized dictionaries and encyclopedias in virtually all disciplines. This resource is appropriate for quick reference in all subjects.

Gale Virtual Reference Library
Gale Virtual Reference Library provides a collection of 300 full-text encyclopedias and specialized reference sources. Subject areas covered by this collection include art, business, education, history, literature, law, medicine, philosophy, religion, science, and technology. Users can limit results from the Gale Virtual Reference Library search by source, publication date, or subject area.

Grolier Online
Grolier Online includes both the encyclopedia Americana and the Grolier Multimedia Encyclopedia. This resource is recommended for beginning courses in all subjects.

Grove Art
Grove Art, the online equivalent of the 34-volume printed set, provides over 45,000 articles and over 22,000 image links related to all genres, schools, and media in the visual arts. This resource is recommended for courses in the humanities and art education.

Grove Music
Grove Music, the online equivalent of the 29-volume New Grove Dictionary of Music and Musicians, second edition and The New Grove Dictionary of Opera, provides access to over 29,000 articles covering all aspects of music throughout the ages. This resource is recommended for courses in the humanities and art education.

Oxford Dictionary of National Biography
The Oxford Dictionary of National Biography contains over 50,000 detailed portraits of people from all eras who have influenced and shaped the history and culture of the United Kingdom and the British Isles. All of the content of the 60-volume printed edition is included in the online version. Please note that the Dictionary of National Biography includes only deceased individuals. This resource is recommended for courses in history.

Oxford English Dictionary
The Oxford English Dictionary is a prestigious resource containing not only definitions and pronunciations, but also extensive information about the usage of words over time. Over 500,000 words are included and their history is documented by over 2.5 million quotations from a wide range of classic and contemporary sources. The online version contains all of the content of the 20-volume printed set and is updated with over 1,000 new entries each quarter. The Oxford English Dictionary reflects British English, with spellings and usages common in other countries noted when appropriate.
Oxford Reference Online
Oxford Reference Online contains the full text of over 100 specialized dictionaries and encyclopedias in virtually all disciplines. This resource is appropriate for quick reference in all subjects.

Routledge Encyclopedia of Philosophy
The Routledge Encyclopedia of Philosophy features over 2,000 original articles from over 1,300 leading international experts across the discipline of philosophy. The articles cover topics such as ethics, moral development, and the world’s religions. There is a summary at the beginning of each in-depth article, enabling the encyclopedia to meet the needs of users at a variety of levels. This resource is recommended for courses in humanities, ethics, religion, and critical thinking.

Routledge Reference Resources
Routledge Reference Resources provides cross-searchable access to online reference books from Taylor and Francis. Current subjects covered include religion, philosophy, and politics.

Webster's Third New International Dictionary, Unabridged
Webster’s Third New International Dictionary, Unabridged is the largest and most comprehensive dictionary produced in North America. This dictionary lists over 470,000 words and contains advanced searching capabilities. Webster’s Third New International Dictionary, Unabridged reflects American English, with spellings and usages common in other countries noted when appropriate.

Journal Indexes and Abstracts
ABI/INFORM Global
ABI/INFORM Global provides coverage of over 2,700 publications, with more than 1,800 available in full text. ABI/INFORM Global offers research materials focusing on business conditions, management techniques, business trends, management practice and theory, corporate strategy and tactics, and the competitive global business and financial landscape. ABI/INFORM Global also provides access to 16,000 ProQuest business dissertations, 5,200 business cases, executive profiles, and information regarding 60,000 companies worldwide.

CINAHL
Cumulative Index to Nursing and Allied Health Literature is a comprehensive index of published literature in the nursing field. Please note that CINAHL is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing.

Cochrane Collection
The Cochrane Collection contains three components devoted to evidence-based medicine: Cochrane Controlled Trials Register, Cochrane Database of Systematic Reviews, and the Database of Abstracts of Reviews of Effectiveness. Please note that the Cochrane Collection is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing and health care.

Criminal Justice Abstracts
Criminal Justice Abstracts, a database produced by Sage Publications, identifies and summarizes literature covering all aspects of criminal justice. Please note that Criminal Justice Abstracts is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

EconLit with Full Text
EconLit with Full Text covers topics in all fields of economics including capital markets, country studies, econometrics, economic forecasting, environmental economics, government regulations, labor economics, monetary theory, and urban economics. This resource also provides a collection of more than 400 full-text titles from the American Economic Association. Such titles include American Economic Review, Journal of Economic Literature, and Journal of Economic Perspectives.

Education Research Complete
Education Research Complete is a bibliographic database covering scholarly research and information relating to all areas of education. Topics covered include all educational specialties, curriculum instruction, administration, policy, and related social issues. This resource provides indexing and abstracts for more than 1,780 journals, 870 full text journals, 71 books, and numerous education-related conference papers. Education Research Complete is not a completely full text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in education.

ERIC
ERIC is a comprehensive index of journal articles, dissertations, conference proceedings, and other research in all aspects of education. Please note that ERIC is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in education.

Library, Information Science, & Technology Abstracts (LISTA)
LISTA provides an index of more than 600 periodicals, books, research reports, and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management, and more. Coverage in the database extends back to the mid-1960s. Please note that LISTA is not a completely full-text database. Some document listings will link to full-text; other documents listed may have to be obtained from other databases or in hard copy.

MEDLINE
MEDLINE is a comprehensive source for authoritative information on medicine, nursing, dentistry, the health care system, pre-clinical sciences, and much more. Created by the National Library of Medicine, MEDLINE uses MeSH (Medical Subject headings) indexing to search citations from over 4,800 current biomedical journals. Please note that MEDLINE is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.
National Criminal Justice Reference Service Abstracts

National Criminal Justice Reference Service Abstracts, a database produced by the United States Department of Justice, identifies and summarizes literature related to all aspects of criminal justice. Please note that National Criminal Justice Reference Service Abstracts is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

PsycEXTRA

PsycEXTRA, produced by the American Psychological Association (APA), is a companion to the scholarly PsycINFO database. The document types included in PsycEXTRA consist of technical, annual, and government reports; conference papers; newsletters; magazines; newspapers; consumer brochures; and more. This database includes extensive coverage of gray literature relating to psychology and the behavioral sciences. Please note that PsycEXTRA is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

PsycINFO

PsycINFO is a comprehensive index of published literature in psychology and mental health. Please note that PsycINFO is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in counseling and human services.

SocINDEX

SocINDEX provides comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study. These include abortion, criminal justice, ethnic and racial studies, gender studies, marriage and family, political sociology, religion, rural and urban sociology, social development, social psychology, social structure, social work, sociological research and theory, substance abuse, violence, and many others. Please note that SocINDEX is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

Test Guides and Preparations

Mental Measurements Yearbook

The Mental Measurements Yearbook, produced by the Buros Institute, contains listings and reviews of test instruments used in counseling, human services, psychology, and related professions. Typical test entries include descriptive information, professional reviews, and reviewer references. To be included, a test must be commercially available, be published in the English language, and be new, revised, or widely used since it last appeared in the series. Please note that this database does not contain the actual tests but instead functions as a directory and evaluative guide.

Testing and Education Resource Center

Testing and Education Reference Center provides practice exams for numerous standardized tests, including CLEP. Additional functions of this database include directories of degree and certificate programs in all disciplines.

Writing and Publishing Resources

Books in Print

Books in Print is a professional bibliographic database than lists more than five million in-print, out-of-print, forthcoming, book, audio book, and video titles. Please note that Books in Print does not contain the actual text of books, but instead functions as a directory.

Papers Invited

Papers Invited is a searchable directory of calls for participation from professional associations, universities, journal editors, and other conference organizers. This resource is recommended for faculty members and graduates students searching for appropriate venues at which to share their research findings. A variety of additional features are available to users who sign up for the optional personalized service. At this time, only users with email addresses ending in email.uophx.edu are eligible for the personalized service. Additional email domains will be supported in the near future.

Spanish Books in Print

Spanish Books in Print is a professional bibliographic database that lists Spanish-language in-print, out-of-print, forthcoming, book, audio book, and video titles. Please note that Spanish Books in Print does not contain the actual text of books, but instead functions as a directory.

Ulrich's Periodicals Directory

Ulrich's Periodicals Directory is a directory providing detailed, comprehensive, and authoritative information regarding periodicals published throughout the world. It covers all subjects, and includes publications that are published regularly or irregularly and are circulated free of charge or by paid subscription. Please note that Ulrich's does not provide access to the periodicals themselves. Potential uses of Ulrich's include verifying if periodicals are peer-reviewed (also known as refereed) or identifying potential journals for submission of manuscripts.

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 Web site at https://mycampus.phoenix.edu/
- This is the same web site used to obtain course modules, grades, and other University of Phoenix resources and services.
- After logging in to the Student and Faculty Web site, select the link “Library” to proceed to the University Library.
- Select an appropriate database and begin research.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, library staff also maintains Electronic Reserve Readings for individual courses. These pages provide direct links to articles relevant to the course curriculum. Links to Electronic Reserve Readings are found, when available, within the Resource platform for online distribution of course materials.

Additional Resources for Help

- The Library Handbook includes detailed information and helpful tips on conducting research.
- The Ask a Librarian is a feature on the pages of the Library Web site that allows users to direct specific reference or research strategy questions to Library staff.
- The Request a Specific Document is a feature on the Library Web site 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.
- The Complete Research Tutorial is a feature on the Library Web site that allows users to learn research skills by participating in an interactive web-based research activity.
- The Choose Databases by Subject area of the library web site contains overviews of research recommendations for specific subject areas.
• The Search FAQs area of the library web site contains a searchable form to obtain answers to “Frequently Asked Questions” received by the library.

How to Contact the University Library

Technical Support 1-800-366-9693
Email library@phoenix.edu

International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.
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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 entering into Axia College who are pursuing an associate degree are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

**Collaboration**

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

**Emphasis on Application and Relevance**

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners’ experience. Practices that encourage reflection and application are based on the recognition that a learner’s experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students’ experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual and Learning 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 first of these goals, Professional Competence and Values, relates to the discipline-specific course and program content. University of Phoenix wants graduates to attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning (i.e. bachelor, master, or doctoral level). The remaining four goals relate to the development of competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

**Curriculum**

The University has created a centrally managed, faculty-developed curriculum with objectives and outcomes that are carefully defined. Individual instructors then have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

**Convenience of Time and Place**

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

**Access**

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

**Program Format**

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. 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 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.
Student-Friendly Services

University of Phoenix has found that adult students tend to hold higher expectations of student services than their younger counterparts. They expect from the University the same level of attention they expect from any other service provider. Increasingly, that implies 24 x 7 access to student services. This is one of the University’s major initiatives -- to move to electronic or telephone access as much as possible while still providing face-to-face service when needed. For example, rather than ask students to go to a bookstore to purchase books and class materials, all curriculum, course materials, and learning assets can be found online at any hour of the day within the electronic course materials. Students may contact a representative at any time throughout their enrollment to discuss transfer credit application and degree completion options.

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.

Attendance Requirements

Students are expected to attend team meetings and actively participate in the team's activities. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishments of team goals.

Learning Team Time and Meeting Requirements

Learning Teams meet weekly between course workshops. Some Learning Team meetings are faculty led and are intended to present new academic content and provide guidance on ongoing, collaborative projects and assignments. In standard three semester-credit undergraduate courses of five workshops, teams should meet together between workshops for approximately five hours per week. In standard three semester-credit graduate courses of six workshops, teams should meet together each week between workshops for approximately four hours per week. (Note: A small number of courses offered by University of Phoenix may differ in the number of credit hours and workshops. Please consult the Instructor Syllabus for Learning Team requirements for those courses).

Appropriate Meeting Locations

Learning Teams are required to select sites for Learning Team meetings that are conducive to learning. The following locations are considered acceptable: University of Phoenix classrooms and study rooms; local, city, or state libraries; university or college libraries; and company or corporate training or meeting rooms. A student residence or other location would be acceptable if the following criteria are met:

1. An individual seat for each student.
2. A desk or flat writing surface for each student.
3. An adequately lit environment to ensure the ability of each student to read.
4. A quiet environment with no ambient noise such as loud music.
5. An adequately controlled room temperature to allow for the comfort of each student.

6. The ability to access University Library services either by phone or Internet.
7. An adequate provision for restroom facilities for both genders.
8. A place for convenient student parking.
9. Virtual and teleconference meetings may be appropriate substitutes for some of the activities normally done face-to-face. Content and team objectives for the week need to be taken into account when decisions to meet other than face-to-face are made.

Learning Team Log

During each face-to-face workshop, members of a Learning Team meet together to schedule their next meeting time, duration, and place. This information is entered on a University of Phoenix Learning Team Log, which is turned in to the faculty member at the start of the next class. As the team meets, the log is used to document the attendance of members and record the learning and process of the team.

Learning Team Charter

During the first meeting of a Learning Team in each course, teams complete a Team Charter using the University’s Learning Team Charter form found in the Learning Team Toolkit within the electronic course materials. This is completed by team members in a collaborative process and a copy is submitted to the instructor at the second workshop.

Faculty

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

Academic Quality and Outcomes Assessment- Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining institutional research capabilities. These systems measure and evaluate the University’s effectiveness in achieving objectives and improving institutional processes. Assessment is an ongoing part of every degree program at every campus. Assessment occurs throughout each learner’s program of study, with various measures being taken at the time of registration, throughout their programs, upon graduation, and several years following graduation.

The comprehensive nature of the assessment system and the longitudinal 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 outcomes are used in the curriculum development process, as well as in the creation of faculty development tools. Administrative support systems are also streamlined and made more user-friendly, building on the analysis of information gathered.
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, and the Colleges of Graduate Business and Management, Undergraduate Business and Management, Education, Information Systems and Technology, Health Sciences and Nursing, Social and Behavioral Sciences, and General and Professional Studies. 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

The University recommends that students have access to a computer that meets the following specifications:

- Hardware & Peripherals
  - A processor of 1.6 GHz or faster
  - 256MB RAM or greater
  - 20 GB hard drive or larger
  - Ethernet connection or 56.6 kbps modem
  - Monitor and video card with 1024x768 or greater resolution
  - Sound card with speakers
  - CD ROM
  - Inkjet or laser printer

- Software/Applications
  - Operating system – Windows® or Mac OS compatible with the following software
  - Microsoft® Office XP, 2003, 2007 (PC), Office 2004 (Mac) – including:
    - Microsoft® Word
    - Microsoft® Power Point®
    - Microsoft® Excel (for selected courses)
    - Microsoft® Project (for selected courses)
    - Microsoft® Internet Explorer version 6.0 or later
    - Adobe® Reader 6.0.1 or later
    - Microsoft® Outlook Express 6.0 or later
    - Adobe PhotoShop Elements (for selected courses)
    - Adobe Acrobat Standard (for selected courses)
    - Macromedia Dreamweaver (for selected courses)
    - Macromedia Flash Professional (for selected courses)
    - UNIX/LINUX/Knoppix (for selected courses)
    - Adobe Acrobat Standard (for selected courses)
    - Adobe PhotoShop Elements (for selected courses)
    - Microsoft® SQL Server 2000 Developer Edition (for selected courses)
    - JAVA® (for selected courses)
    - UNIX/LINUX/Knoppix (for selected courses)
    - Macromedia Flash Professional (for selected courses)
    - Macromedia Dreamweaver (for selected courses)
    - Adobe Acrobat Standard (for selected courses)
    - Adobe PhotoShop Elements (for selected courses)

- Operating System – Windows® or Mac OS compatible with the following software
- Microsoft® Office XP, 2003, 2007 (PC), Office 2004 (Mac) – including:
  - Microsoft® Word
  - Microsoft® Power Point®
  - Microsoft® Excel (for selected courses)
  - Microsoft® Project (for selected courses)
  - Microsoft® Internet Explorer version 6.0 or later
  - Adobe® Reader 6.0.1 or later
  - Microsoft® Outlook Express 6.0 or later
  - Adobe PhotoShop Elements (for selected courses)
  - Adobe Acrobat Standard (for selected courses)
  - Macromedia Dreamweaver (for selected courses)
  - Macromedia Flash Professional (for selected courses)
  - UNIX/LINUX/Knoppix (for selected courses)
  - Adobe Acrobat Standard (for selected courses)
  - Adobe PhotoShop Elements (for selected courses)
  - Microsoft® SQL Server 2000 Developer Edition (for selected courses)
  - JAVA® (for selected courses)
  - UNIX/LINUX/Knoppix (for selected courses)
  - Macromedia Flash Professional (for selected courses)
  - Macromedia Dreamweaver (for selected courses)
  - Adobe Acrobat Standard (for selected courses)

Technology Competencies

Students attending the University of Phoenix are expected to have the ability to complete the following activities:

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

Online Learning System

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

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

Distance Education

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

FlexNet®

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

Group-Based Online Education

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

Structure

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

Process

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

Key Features of the Group-Based Online Program

Interactive Learning

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

Equitable Participation

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

Time and Place Independent

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

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

(Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11:00 p.m. to 5:00 a.m. Sunday.)
Computer Text–Based Communications
All of the Online communications are text–based, and the users (students and faculty) are able to maintain an ongoing common transcript which greatly enhances opportunities for reflective interaction. At any time they choose, students can review and reflect on the transcripts they have stored in their computers. These archives invite students to organize and reorganize the body of ideas being developed in their class.

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

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

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

Policy on the Illegal use of OLS
The University of Phoenix retains the right to monitor the Online Learning System conferencing system, via the System Operator, in order to verify appropriateness of use. Illegal activities are expressly prohibited and include such things as distribution of “pirated” software, distribution of unauthorized surveys, exchange of “hot” billing numbers for long distance charges, and messages that are pornographic, slanderous, or offensive by community standards.
Illegal activity will be deleted by the System Operator and the originators of such messages may be denied system access on a suspended or permanent basis.
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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.

Course Cancellation

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

Directed Study

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

Concurrent Enrollment

Because of the intensive nature of the University’s courses, students are not encouraged to concurrently enroll in courses at the University of Phoenix or to enroll in courses at other institutions while enrolled in University courses. However, students are given the opportunity to concurrently enroll in a limited number of courses. Under no circumstances may BSN clinical nursing courses be taken concurrently with any other courses. Under no circumstances will students be allowed to enroll in more than two University of Phoenix courses concurrently. Courses taken concurrently with other institutions will not be limited.

Maximum Credit Load

Undergraduate students may earn a maximum of 39 credits in a twelve (12) month period.

Graduate students may earn a maximum of 33 credits in a twelve (12) month period.

Credits attempted and earned beyond the maximum allowable limits will be transcripted but will not apply toward degree completion requirements. Courses taken concurrently at other institutions will not be counted towards this total and will not be limited in any way.

Course Credits

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

Student Identification Numbers

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

Name and Social Security Number Changes

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

Class Attendance

Most classes meet four hours per week, usually in the evening. Attendance is mandatory. Special instructional activities may be scheduled on weekends or at other times convenient to both students and faculty members. Class attendance requirements are as follows:

• Students are not allowed any absences for courses that are less than five weeks in length. Students may not miss more than one class session and/or Learning Team meeting for courses that are five to nine weeks in length. Students are allowed a maximum of two class meeting absences for courses that are ten weeks or longer in length. Students in the BSN Clinical courses must still achieve the total number of required clinical hours regardless of any absences in these courses. Students must make up all missed work requested by the faculty member. Any absence may affect students’ grades.

Directed Study Course Attendance

Attendance is mandatory; students are required to attend each scheduled week of the course. Course attendance requirements are as follows:

• To meet attendance requirements in courses completed through directed study via the online modality, students must post at least one message within the Online Learning System on two different days of the course week. This must include the submission of all required course assignments; Students who fail to meet this requirement will receive an absence for the week.

• Students may not miss more than one week per course.

• Students who miss two or more classes must officially withdraw from the course and receive a grade of “W” or “WF.” No other grade will be awarded.

• To meet attendance requirements in courses completed through directed study via the ground modality, students must submit all required course assignments on or before the given due date; students who fail to meet this requirement will receive an absence for the week.

• Students may not miss more than one week per course.
Students who have been inactive in the program for one year or more are required to complete a new application and enrollment agreement. This is to ensure that the University has current demographic information for each student. A second application fee is not required. Students who withdraw for one year or more are subject to the approval of the University policies and accepted subject to the approval of the University’s Central Office of Admissions & Evaluation.

Academic credit earned for courses appearing on an official transcript from an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University with a minimum grade of C- will be evaluated according to University policies and accepted subject to the approval of University’s Central Office of Admissions & Evaluation.

Transfer level coursework from institutions that hold accreditation through the American Bar Association or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program (i.e., JD, LLB, LLM) will not be accepted. Paralegal degrees are not considered Graduate level programs. Transfer credits that are based on a different unit of credit 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’s Corporate Office of Admissions & Evaluation or Prior Learning Assessment are final. Any preliminary reviews by campus personnel are unofficial and not binding, and subject to change.

The regional accreditation agencies are:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

The national accreditation agencies are:

- Association of Biblical Higher Education (formerly Accrediting Associate of Bible Colleges)
- American Academy of Liberal Arts
- Association of Advanced Rabbinical and Talmudic Schools
- Accrediting Council for Independent Colleges and Schools
- Accrediting Bureau of Health Education Schools
- Accrediting Commission for Career Colleges/Colleges of Technology
- Association of Theological Schools
- Council on Occupational Education
- Distance Education and Training Council
- Transnational Association of Christian Colleges and Schools

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

Transferability of credit is at the discretion of the accepting institution. It is the student’s responsibility to confirm whether or not credits earned at the University of Phoenix will be accepted by another institution of the student’s choice.
Nondiscrimination Policy

The University of Phoenix does not discriminate on the basis of race, color, religion, sex, age, national origin, disability or veteran status in its educational programs, activities or employment practices. 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, and the Americans with Disabilities Act of 1990.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Advisor, or any student may elect to utilize the student grievance procedures set forth in the “Student Grievance” section of this catalog.

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 conduct, verbal or written 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, 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.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Advisor, or any student may elect to utilize the student grievance procedures set forth in the “Student Grievance” section of this catalog.

Note: The Harassment Policy also applies to students who are University employees.

The Americans with Disabilities Act (ADA)

The University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Students have the responsibility to both self-disclose and request accommodation through the Campus Disability Services Advisor. Communication with faculty or other staff members does not constitute fulfilling the University ADA accommodation requirements. The University must receive verification through documentation from a health care provider prior to the determination and fulfillment of accommodations. Campus Disability Services Advisors are responsible for managing the campus student ADA process including reviewing documentation and negotiating and finalizing appropriate student accommodations. A complete list of all Campus Disability Services Advisors is available at the end of this catalog under Campus Disability Services Advisors or online at http://www.phoenix.edu/about_us/disability-services/disability-services-advisors.html.

Determination of overall reasonable accommodations, governance and compliance with the ADA and Rehabilitation Act for students are managed by the ADA Compliance Officers, available at:

University of Phoenix
Office of Compliance Management
4025 South Riverpoint Parkway
Mailstop: CF-L302
Phoenix Arizona 85040

No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

Determination of overall reasonable accommodations, governance and compliance with the ADA and Rehabilitation Act for students are managed by the Central Administration Disability Services Advisor, Stefani Rosenstein, located in Phoenix, Arizona, Office of Compliance Management, University of Phoenix, 4615 East Elwood Street, Phoenix Arizona 85040 Fax: (480) 643-1015. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.
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 Group Internal Audit
M/S AA-B309
4615 E. Elwood St.
Phoenix, AZ 85040
FAX: (480) 929-7499
e-mail: internalaudit@apollogrp.edu

Apollo Group Information Security & Compliance
M/S AA-B103
4615 E. Elwood St.
Phoenix, AZ 85040
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.

• 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.
• 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.
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CONSUMER INFORMATION

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

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

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

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

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

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

Release of Information - Directory

In compliance with FERPA, a University designated representative without prior written or authorized electronic consent of the student, a judicial order, or a lawfully issued subpoena can release the following education record information, provided the student does not have a FERPA hold on record. The following information is defined by the University as "directory information."

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

If a student submits written or authorized electronic request 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.

To remove a FERPA Hold Request, the student must complete and submit a FERPA Hold Release form to the Registrar's Office.

To remove previously authorized parties from his record, the student would complete and submit a FERPA Rescind form listing all parties' information should not be released.

Information Not Released - Non-Directory

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 a written request is verified before processing the request.

- Place of birth*
- Month and day of birth*
- Social security number or Individual Record Number (IRN)**
- Grades or grade point averages
- Course schedules
- Employment information, including employer, position held, work address, or work telephone number.
- Academic performance information, i.e. academic suspension, probation disqualification, or academic dishonesty charges.
- Admission information, including test scores or entry GPAs.
- Financial and accounting information

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

**Student IRNs, SSNs, or PINs should not be released to a third party, unless it is 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: University of Phoenix students who are minors and/or dependents are protected by FERPA. All third party inquiries, including parents, require a FERPA Release Form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student (e.g. legitimate educational interest, power of attorney, etc.).

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

- School officials with legitimate educational interest
- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Group, Neten Scholarship Management, Aptimus, ProctorIT, ACS, UNISA, National Student Clearinghouse, Paradigm, Inc., Education Sales Management, Double Positive and other services.
- Other schools a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for, or on behalf of, the school.
• Accreditng organizations
• To comply with a judicial order or lawfully issued subpoena
• Appropriate officials in cases of health and safety emergencies
• State and local authorities, pursuant to state law.
• U.S. Immigration and Customs Enforcement (formally Immigration and Naturalization Service (INS)), in compliance with the Student Exchange Visitor Information System (SEVIS) program.

Under uniting and strengthening America by providing appropriate tools required to Intercept and Obstruct Terrorism Act (USA PATRIOT ACT) of 2001, Section 507 amends FERPA and allows institutions to disclose without consent or knowledge of the student-PII (Personally Identifiable Information) from the student’s education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in section 2331 of title 18 United States Code. Institutions that, in good faith, produce information from education records in compliance with an ex part order issued under this amendment “shall not be liable to any person for that production.”

Under the Campus Sex Crime Prevention Act, institutions may disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.

The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and found to violate the institution’s policies and procedures with respect to the allegation. Disclosures can only be made if the institution determines the student violated policies and such disclosures must only include student name, violation committed, and sanction imposed against the student.

The institution must disclose, upon written request, to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased because of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.

If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.

The disclosure is to parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986.

A school official has a legitimate educational interest if:
• "Performing a task specified in his/her job description/contract
• "Performing a task related to a student’s education
• "Providing a service or benefit relating to the student or student’s family
• "Representing a school in which a student seeks to enroll
• "Disclosing information to federal and state authorities auditing compliance of federal or state-support programs
• "Disclosing information in connection with financial aid, if the information is necessary for such purposes as to determine
  • eligibility for aid,
  • amount of aid,
  • conditions for aid, or
  • enforce terms and conditions of the aid.
• Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released
• "Performing studies on behalf of educational institutions
• "Disclosing information to accrediting organizations carrying out their function
• "Complying with a judicial order or lawfully issued subpoena; provided notification to the student is made before complying with the subpoena
• "Performing responsibilities as committee members

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

Students requesting demographic or PII on other UOPX students for survey/research purposes must contact the Campus Director of Operations/Academic Affairs when approved through the Human Subjects Committee in the Office of the Provost.

The University shall retain a record of student information disclosed to a third party if disclosure does not fall under a FERPA exception. This information is made on University computer system containing dates, names, and reasons for release.

Students shall have reasonable access to their educational records and may request to review and challenge the contents, which they feel to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. FERPA regulations require the University to comply with the students’ right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, University Services will respond to student’s requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record(s) they wish to receive copies of or inspect.
Procedure

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

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

- "Student must submit request for amendment in writing to the registrar identifying the specific portion of his/her record s/he wants changed and why s/he believes it's inaccurate or in violation of his/her privacy. The registrar will respond to the request within 14 days.
- "If the University denies the request to change the record, the registrar will notify the student of the decision and advise him/her of his/her right to challenge the information.
- "Students' request for a formal hearing must be made in writing and submitted to the University Services. The registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place, and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choosing, including an attorney, at the student's expense.
- "A hearing panel appointed by the registrar shall represent the University. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.
- "The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing and will include a summary of evidence presented and the rationale for the decision.
- "If the University decides that the challenged information is not misleading, inaccurate, or in violation of the student's privacy rights, it will notify the student within 14 days of his/her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.
- "The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.
- "If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.
- "The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations, absent a judicial order or legally issued subpoena:
  - Student has an unpaid financial obligation with the University.
  - The University issues transcripts for students who have filed for bankruptcy, provided UOPX obtain a copy of the bankruptcy petition filed with the courts.
  - There is an unresolved disciplinary action against the student.

The University will provide a written decision within 14 days of the registrar's actions and based on the action may request a formal hearing.

- "Students have the right to file a complaint with the FERPA office in Washington, D.C., inquiries should be directed to:
  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5920
- "For a period of 25 years following the death of a student, requests for education records on deceased students must have written authorization from the estate executor.
  - 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.

Prospective students can obtain a copy of the FERPA policy at http://phoenix.edu/about_us/regulatory/consumer_information/consumer_information.aspx.

Current students can obtain a copy of the FERPA policy at https://mycampus.phoenix.edu/secure/ferpa/ferpa.pdf.

Solomon Act

The University of Phoenix complies with the Solomon Act which provides certain information to military recruiters. Information that may be released to military recruiters (absent a privacy hold) include: name, address and telephone number, age, place of birth, level of education and major, degree received, and most recent educational institution attended.

Available Financial Assistance

University of Phoenix participates in federal financial aid programs, to include:

- Federal Pell Grant
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent (SMART) Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Teacher Education Assistance for College Higher Education (TEACH) Grant
- Perkins Loans
- Federal Family Educational Loan (FFEL) Program
- William D. Ford Federal Direct Loan (DL) Program
- Federal Parent Loan for Undergraduate Student (PLUS)
- PLUS loans for Graduate and Professional Degree Students

For information on federal financial student aid programs call (866) 766-0766 or contact your local campus finance advisor at http://www.phoenix.edu/campus_locations.html. Students may also be eligible to receive funding through state grant programs and scholarships. Depending on the program, student eligibility may be need-based, non-need-based, or credit-based. The University currently participates in state grant programs in Arizona, California, Florida, Minnesota, Nevada, Ohio, Pennsylvania, Rhode Island, and Vermont. Contact your local campus finance advisor at http://www.phoenix.edu/campus_locations.html for additional information on state grants.
University of Phoenix has scholarship and grant programs to meet the needs of our students. A comprehensive scholarship web site features scholarship resources, tips and suggestions, external scholarship links, and institutional scholarship information. Resources provided are available to adult learners nationwide. The web site is updated for institutional scholarships, qualifications, and selection criteria to specific University of Phoenix students as opportunities become available.

Degree-seeking students who are U.S. citizens or eligible non-citizens enrolled in an eligible academic program can apply for SFA as a means of assisting with financing their education. Certificate programs may also be eligible for SFA. Contact your local campus finance advisor at http://www.phoenix.edu/campus_locations.html for additional information on the programs available at your campus.
General eligibility requirements are as follows:

- "Student must be enrolled in an eligible program
- "Student cannot also be enrolled in elementary or secondary school
- "Student must have a high school diploma or equivalent, pass an approved ability-to-benefit test, or have been home-schooled
- "Student must make satisfactory academic progress (SAP)
- "Student must meet enrollment status requirements
- "Student must have resolved any drug conviction issue

Federal Grant Programs

Federal Pell Grant
A Federal Pell Grant is awarded based on each student’s financial need. Need is primarily based on Adjusted Gross Income (AGI) and family size, but other factors such as assets and the number of family members in college are also taken into account. The exact eligibility amount is calculated when the University receives and processes an ISIR from the U.S. Department of Education. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The maximum Pell Grant for the 2009-2010 award year is $5,350.

Academic Competitiveness Grant (ACG)
ACG is available for first-academic-year students who graduated from high school after January 1, 2006 and second-academic-year students who graduated from high school after January 1, 2005. An ACG provides up to $750 for the first year of undergraduate study and $1,300 for the second year of undergraduate study to students who:

- "are U.S. citizens or eligible non-citizens
- "are eligible for a Federal Pell Grant
- "successfully completed a rigorous high school program, as determined by the state or local education agency or a designated official consistent with state law and recognized by the Secretary of Education
- "are second year students and maintained a cumulative GPA of at least 3.0

The U.S. Department of Education notifies each federal financial student aid applicant who is potentially eligible for an ACG based on information the applicant provides on the 2009-2010 FAFSA. Further information and final eligibility status is forwarded from the University.

National Science and Mathematics Access to Retain Talent (SMART) Grant
A national SMART Grant provides up to $4,000 for each of the third and fourth years of undergraduate study to students who are U.S. citizens or eligible non-citizens, eligible for a Federal Pell Grant, and majoring in physical, life, computer sciences, mathematics, technology, or engineering, or in a foreign language determined critical to national security. The U.S. Department of Education publishes a list of eligible majors using the Classification of Instruction Program Codes developed by the National Center for Education Statistics. The student must also have maintained a cumulative GPA of at least 3.0 in coursework required for the major. Further information and final eligibility status will be forwarded from University of Phoenix.

If you are eligible for funding from one of the above programs, the corporate processing center calculates the award and mails an Award Letter, with the award amount and anticipated disbursement dates. Awards will be divided into two payment periods based on individual course schedule. Payment periods will be based on increments of 12 credits each.

Federal Supplemental Educational Opportunity Grant (FSEOG)
FSEOG is awarded to undergraduates having exceptional financial need, with priority given to Federal Pell Grant recipients with the lowest EFC. The annual award for each student will be $1,000. The minimum FSEOG amount is $100. This amount is divided equally in two payment periods within the award year. Students will be awarded FSEOG based on the availability of funds at the University. The University cannot guarantee every eligible student will receive an FSEOG award.

Teacher Education Assistance College of Higher Education (TEACH) Grant
The TEACH Grant Program is a non-need based program that provides up to $4,000 per year to students enrolled in an eligible program at University of Phoenix. Grant recipients will agree to teach for at least four years within eight years of finishing their teacher preparation program and to teach high-need subjects in designated schools that serve low-income students. Recipients who do not complete the four-year teaching obligation will have the grant converted to an unsubsidized Direct loan.

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

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

A Perkins loan borrower is not charged any fees. However, after repayment begins, if a payment is skipped, make a payment late, or make less than a full payment, a late charge can apply. If you continue to not make payments as required, you will pay collection costs.

Under certain conditions, borrower can receive a deferment or forbearance on loan(s), as long as the loan is not in default. Further information is presented during the required Perkins loan entrance and exit interview process.
Federal Stafford Student Loans

Federal Family Education Loan (FFEL) Program

Loans made through this program are referred to as FFELP loans. Private lenders provide funds that are guaranteed by the federal government. FFEL loans include subsidized and unsubsidized FFEL Stafford loans, FFEL PLUS loans, and FFEL Consolidation loans. You repay the loans to the bank or private lender that made you the loan.

William D. Ford Federal Direct Loan Program (DL)

Loans made through this program are referred to as Direct Loans. Eligible students and parents borrow directly from the U.S. Department of Education. Direct Loans include subsidized and unsubsidized Direct Stafford Loans (also known as Direct Subsidized Loans and Direct Unsubsidized Loans), Direct PLUS Loans, and Direct Consolidation Loans. These loans are paid directly to the U.S. Department of Education.

A subsidized loan is awarded based on financial need. You will not be charged any interest before you begin repayment or during deferment periods. The federal government subsidizes the interest during these periods.

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

The amounts you can borrow will depend on your grade level and dependency status at the University. The following table indicates Stafford loan limits based on your status of dependent undergraduate, independent undergraduate or graduate student.

Interest rate on a borrower’s loan may be changed to 6.0% during the borrower’s active duty military service. This applies to both FFEL and Direct loans. Additionally, this law applies to borrowers in military service as of August 14, 2008.

Borrower must contact the creditor (loan holder) in writing to request the interest rate adjustment and provide a copy of the borrower’s military orders.

FFEL Loans

Stafford loans are charged origination fees, which are taken out of the loan proceeds by the lender. For loans disbursed on or after July 1, 2008, and before July 1, 2009, the maximum origination fee that a lender may charge a borrower will be 1%. This fee drops to 0.5% on July 1, 2009. The fee will be eliminated as of July 1, 2010.

Effective for loans guaranteed on or after July 1, 2006, the optional 1% insurance premium fee that guarantee agencies could charge have been eliminated and replaced with a federal default fee equal to 1% of the principal amount of the loan. The default fee will be deducted and collected from the proceeds of the loan.

University of Phoenix has FFEL preferred lenders that meet or exceed minimum operational standards as well as offering competitive borrower benefits. However, the University processes loan applications through any lender who participates in federal financial aid loan programs.

DL Loans

Stafford Loans are charged origination fees, which are taken out of the loan proceeds by the U.S. Department of Education. For loans disbursed on or after July 1, 2008, and before July 1, 2009, the maximum origination fee will be 2%. This fee drops to 1.5% on July 1, 2009, and to 1% on July 1, 2010.


For more information on loan terms and conditions, refer to the Borrower’s Rights and Responsibilities section of the Federal Direct Stafford/Ford Loan Master Promissory Note (MPN) at http://cdn-static.phoenix.edu/content/dam/uphx/DFL%20Stafford%20MPN.pdf

After you have completed and forwarded the completed MPN to your lender, an award letter is sent from the University and a disclosure statement from the lender informing you of the types and amount of student loans awarded for the loan period. The guaranty agency will mail you a disclosure statement and notify you of anticipated disbursement dates. When the funds are received, the University confirms eligibility and currently registered for courses. Any changes and/or breaks in attendance or failure to start class as scheduled, may prevent your federal financial aid funds from being disbursed.

Loans are processed for an academic year, which is a minimum of 24 credits and 30 weeks of instructional time. You can re-apply for subsequent loans after successfully completing these requirements. The University will disburse your loan in at least two installments, with the first half disbursed at the beginning of the loan period and the second half disbursed at the midpoint of the loan period. In order to meet eligibility standards for second and subsequent loan disbursements you must successfully complete the previous credits and meet the calendar and instructional week midpoint of your loan period.

Financial Aid Entrance and Exit Counseling

The University ensures an entrance interview is conducted individually, in a group, or online, before a FFEL borrower takes out a loan. The interview includes an explanation of the use of an MPN, importance of repayment obligation, description of consequences of default, sample repayment schedules, information in reference to a borrower’s rights and responsibilities, and other terms and conditions. Loan exit counseling is provided at completion of program or withdrawal from the University.

If withdrawal occurs prior to completing the exit interview process, exit counseling can be completed online or materials are mailed to the last known address. The exit counseling should be completed and returned to the address provided.

The Financial Aid Entrance/Exit Interview form can be viewed at http://cdn-static.phoenix.edu/content/dam/uphx/uxp-entrance-exit-interview.pdf
Federal Parent Loan for Undergraduate Student (PLUS)

If you are a dependent undergraduate student, your parents may apply for a PLUS loan to assist with your educational expenses. The application process includes completion and submission of a PLUS Loan application by your parents. The application process is completed through a participating lender of your parent’s choice or through the Direct Loan Program. This loan is based on credit worthiness as determined by the lender or U.S. Department of Education. The yearly limit is equal to the cost of attendance minus any other financial aid received. The interest rate is different for the FFEL Program and DL Program. Refer to the Interest Rates section. Interest is charged on the loan from the date first disbursement is made until the loan is paid in full. The parent borrower has the option to begin repayment either within 60 days from date loan is fully disbursed by the lender or the U.S. Department of Education or wait six months after the dependent student [on whose behalf the parent borrowed] ceases to be enrolled at least half-time basis. The parent has the option to defer payment on the loan and interest while the student is enrolled in school. Re-payment on the loan begins six months after the date student ceases to be enrolled at least half-time. Under certain circumstances, your parents may receive a deferment or forbearance on their loan, as long as it is not in default. Generally, the same deferment or forbearance provisions that apply to Stafford loans also apply to PLUS loans. Students whose parents receive a PLUS loan are subject to the terms and conditions disclosed on the Federal PLUS Loan Application and Master Promissory Note (MPN) at http://cdn-static.phoenix.edu/content/dam/uphx/ffel-plus-mpn.pdf.

PLUS Loans for Graduate and Professional Degree Students

Graduate students are now eligible to borrow under the PLUS loan program. Graduate students can borrow an amount up to the cost of attendance minus other estimated financial assistance from the FFEL and DL programs. The terms and conditions applicable to parent PLUS loans also applies to graduate PLUS loans. Applicants are required to complete the FAFSA and are given an opportunity to request the maximum eligibility under the FFEL Program before applying for a graduate PLUS loan. Students who receive a graduate PLUS loan are subject to the terms and conditions disclosed on the Federal PLUS Loan Application and Master Promissory Note (MPN) at http://cdn-static.phoenix.edu/content/dam/uphx/ffel-plus-mpn.pdf.

Preferred Lenders

A list of University preferred lenders is located at:
- Stafford - http://fa.phoenix.edu/lenderlist/stafford/default.htm
- PLUS - http://fa.phoenix.edu/lenderlist/plus/default.htm
- Private - http://fa.phoenix.edu/lenderlist/private/default.htm

State Grants

Each state administers its own student aid programs, which may include grants. These states include: Arizona, California, Florida, Hawaii, Michigan, Minnesota, Nevada, Ohio, Pennsylvania, Rhode Island and Vermont. Please check with your campus financial representative for additional information on the availability of state funded student assistance.

Institutional Grants

Advantage Grant

The Advantage Grant is a need-based program with limited funding to assist students with their financial obligation to attend the University. Grant awards range from $500 to $5000 and are applied to the direct costs of a degree program.

Thinking Ahead Grant (TAG)

The TAG is directed toward new students with an EFC of 12500 or less and has a minimum unmet need of $200. The grant award is applied to unmet direct costs, not to exceed $1,500 per academic year, of a bachelor’s degree program for students maintaining continuous enrollment. Eligibility is reviewed and determined after federal financial aid certification.

Millennial Grant

The Millennial Grant is directed toward high school seniors who are University of Phoenix first-time degree-seeking students. The grant award of $500 is applied to the direct costs of an associate’s degree program.

Early Start Grant

The Early Start Grant is directed toward high school seniors who are University of Phoenix first-time degree-seeking students enrolling prior to the traditional fall enrollment date. The grant award of $1,000 is applied to the direct costs of an associate’s degree program.

Pathway for Success Grant

The Pathway for Success Grant is directed toward high school juniors and seniors who complete Pathways courses at Axia College and enroll at Axia after high school graduation. The grant award is between $300 and $1,200 dollars and is applied to the direct costs of an associate’s degree program.

Private Student Loans

Private student loans are available to students who are not eligible for federal financial aid loans or who need assistance beyond their financial aid eligibility. These loans are made privately through banks and other financial institutions and are subject to a credit check and individual lender terms. Private loans should only be considered after applying for federal financial aid. Contact your campus Financial Aid Office for additional information.

Application Process

Required Documentation
- “Apply Web
- “Student Financial Agreement Form
- “Supplemental Student Authorization to Charge Form (if you choose this option)

You can apply for student financial aid after submitting an application for admission to your local campus or Apply Web and registering for courses in a degree program. During the application process, the following forms may be completed for student financial aid grants and loans:
- “University of Phoenix Financial Aid Application
- “Free Application for Federal Student Aid (FAFSA)
- “Federal Stafford Loan Master Promissory Note (MPN)
- “Entrance Interview Form
The average processing time for financial aid awards is 90 days. We highly recommend using our online financial aid application process at https://faw.phoenix.edu. This access allows you to complete and electronically sign required student financial aid documents, including the FAFSA.

Students qualifying for financial aid may receive a new award each academic year, defined as the period of time in which you successfully complete a minimum of 24 credit hours and 30 weeks of instructional time. Therefore, you may have your eligibility assessed for grants and/or loans several times during your program of study. You should reapply for student financial aid prior to the start of each new academic year.

Re-application Process

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

Verification

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

If you are selected for verification, the University will request a copy of tax returns signed by you and, if applicable, your parent(s) or spouse, and a verification worksheet. Additional documents may be requested by the University to complete the application process. You will receive written notification from the University of verification requirements and the timelines for completion of the process.

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

Student Financial Aid Rights and Responsibilities

Students receiving federal financial student aid have varying rights and responsibilities. These rights and responsibilities include receiving the following information:

- The need-based and non-need-based federal financial aid that is available to students
- The need-based and non-need-based state and local aid programs, University aid programs, and other private aid programs available
- How students apply for aid and how eligibility is determined
- How the school distributes aid among students
- How and when financial aid will be disbursed
- The terms of, the schedules for, and the necessity of loan repayment and required loan exit counseling
- The criteria for measuring SAP and how a student who has failed to maintain SAP may re-establish eligibility for federal financial aid

Statement of Educational Purpose

Financial aid is to be used solely for educational expenses related to a student’s attendance at University of Phoenix.

Satisfactory Academic Progress (SAP)

Federal Regulations (668.16) requires the University establish a quantitative measurement that consists of a maximum period of time in which a student must complete their educational program as well as a qualitative measurement of the student’s work for all federal financial aid recipients. The University must include a schedule designating the minimum number of credits or amount of work that the student must successfully complete at the end of each increment. The maximum period must be divided into increments not to exceed the lesser of one academic year or one-half the published program length. Students must also maintain the minimum GPA as specified by the Federal Regulations (668.7) or by school policy (whichever is stricter).

Policy

Federal financial aid satisfactory academic progress (SAP) is assessed by two components for both graduate and undergraduate students:

- Grade Point Average and Academic Standing
- A maximum period to complete the educational program of study

Grade Point Average (GPA) and Academic Standing

The qualitative measure of a student’s SAP will be the GPA and academic standing at the University. The GPA is monitored on a continuous basis for academic purposes. The University academic standing requirements specify that an undergraduate student whose cumulative program GPA drops below the minimum program cumulative GPA of 2.0 (or required minimum, if higher) must achieve a 2.0 cumulative program GPA at the conclusion of four (4) consecutive courses. Furthermore, the University’s graduation requirements specify that an undergraduate student must ultimately achieve a cumulative program 2.0 GPA (or required minimum, if higher) in order to graduate. Students not meeting the policy will be placed on probation as described in the Academic Policy. Federal financial aid funding will continue during the qualitative probationary period provided all other eligibility requirements are met. The University academic standing requirements specify that a graduate student whose cumulative program GPA drops below the minimum program cumulative GPA of 3.0 must achieve a 3.0 cumulative program GPA at the conclusion of four (4) consecutive courses. Furthermore, the University’s graduation requirements specify that a graduate student must ultimately achieve a cumulative program 3.0 GPA in order to graduate. Students not meeting the policy will be placed on probation as described in the Academic Policy. Federal financial aid funding will continue during the probationary period provided all other eligibility requirements are met.

If the student fails to raise his or her GPA to University standards during the probationary period, the student will be academically disqualified, at which time all federal financial aid funding will cease. Students may regain eligibility as described in the Reestablishing Academic Progress section of this policy or may appeal the determination of disqualification as described in the Student Appeals section of this policy.

Students who are put on Scholastic Disqualification, Scholastic Suspension or who are expelled will be considered ineligible and will be placed on financial aid disqualification at which time all federal financial aid funding will cease.

In the case of students who were Scholastically Disqualified (SD), the student must follow the procedures for regaining eligibility as outlined in the University catalog, by program.
Maximum Time Frame

A maximum period establishes an outer time limit for a student’s federal financial aid eligibility. Given the nontraditional nature of the University’s educational programs and the individual nature of each student’s start date, the University measures the maximum period by evaluating courses earned against courses attempted, rather than using elapsed calendar time.

- Progress will be measured in 24-attempted credit increments.
- The maximum time frame allowed is based on the published program length (in credits), less any degree applicable transfer, times 150%. This is the maximum number of degree applicable credits the student can attempt. The completion rate required for each increment will be at least 67% in order for the student to demonstrate they are capable of being within the maximum period.

For programs that are less than 48 credits in length, the increments will be the lesser of the academic year (24 credits), or one-half published length of the program. The number of credits required for completion per increment will be based on the length of the program. The completion rate required for the increment will be at least 67%.

- Incremental progression against the maximum period is evaluated for all periods of attendance at the University, including periods during which the student did not receive aid. Students who transfer between programs or drop and re-enter will have their progression evaluated based on the courses that apply to the new program.

- Successfully completed courses, for the purpose of this policy, are those degree applicable course grades indicated in the Grading Procedures section of the University catalog. Each degree applicable course of the student’s program that the student attends counts as an attempted credit. Only courses that are successfully completed count as completed. The following will not be counted as completed courses:
  - A grade of I (Incomplete) will not be counted as successful credits or as attempted credits. When the grade is posted, the course will be counted based on the quality points awarded.
  - Grades of less than D-, or less than the minimum grade requirement for the course, will count as attempted but not completed. If the course is later repeated and quality points are awarded, the repeated course will be counted as attempted and successfully completed credits.
  - Courses that are repeated that are not required (repeated for GPA reasons) will be counted as attempted in each case; however, the most recent will be counted as successfully completed.
  - A grade of W (Withdrawal) will be counted as credits attempted but not as credits successfully completed.

- Students who are not making satisfactory progress will be placed on Financial Aid Probation for a 24-credit increment. Students placed on probation will be given an opportunity to demonstrate they can earn sufficient credits to complete their educational program within the maximum period of 150% of the length of that student's educational program. Once a student falls below 16 credits or 67% in a given increment, the student will be placed on probation. A student on probation will have progress monitored at the completion of each course. If the student cannot earn at least 67%, or is more than 8 credits deficient while on probation, the student becomes disqualified. If a student on probation successfully completes the probationary period but still has a credit deficiency, the student will continue to be monitored for credit deficiency until the completion of the next increment. If at any point, it is clear that the student cannot meet the 67% completion standard, the student will be placed on financial aid disqualification.

Conversely, if the student on probation successfully completes each course, the student is allowed to receive financial aid. The examples below illustrate the evaluation that will be performed:
Example 1

This case illustrates a student who made progress when measured at the end of the first and the second increment. However, the student did not make sufficient progress at the end of the third increment and was placed on probation. Because the student is in a probationary status, the student's progress will be monitored and measured at the completion of each course. In this example, after three courses, it is mathematically impossible for the student to meet the 67% standard; consequently, the student is disqualified after attempting only nine credits.

<table>
<thead>
<tr>
<th>Credits Completed</th>
<th>Current Status</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 credits out of 24</td>
<td>Regular</td>
<td>The student achieved the 16 credit (67%) minimum as of the end of the increment. The student is making acceptable progress.</td>
</tr>
<tr>
<td>attempted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 credits out of 24</td>
<td>Regular</td>
<td>The student achieved 67% minimum as of the end of the increment. The student continues to make satisfactory academic progress.</td>
</tr>
<tr>
<td>attempted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 credits out of 24</td>
<td>Regular</td>
<td>The student earned less than the 16 credit minimum and deficient 4 credits (16-12). The student achieved 50% as of the end of the increment and is placed on probation.</td>
</tr>
<tr>
<td>attempted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 credits out of 9</td>
<td>Probation</td>
<td>The monitoring process determined that the student failed to demonstrate sufficient progress towards completion of the program within the maximum period. The student was disqualified at the point in which they could neither achieve the 16 credit minimum, nor resolve prior increment credit deficiency. After course 3, the student became ineligible and was disqualified and is no longer eligible for federal financial aid funding.</td>
</tr>
<tr>
<td>attempted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 1 = W grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2 = W grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3 = W grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Disqualified</td>
<td>The student is no longer eligible for federal financial aid funding.</td>
</tr>
</tbody>
</table>
Example 2
This case illustrates a student who made progress when measured at the end of the first increment. However, the student did not make sufficient progress at the end of the second increment and was therefore placed on probation. Unlike Example 1, this student is able to achieve the 67% standard while on probation and is therefore, permitted to continue to receive financial aid for the fourth increment. During the fourth increment, the student met the 67% standard and earned four credits that were still deficient from the third increment. The student returns to Regular status for the fifth increment.

<table>
<thead>
<tr>
<th>Credits Completed</th>
<th>Current Status</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 credits out of 24 attempted</td>
<td>Regular</td>
<td>The student achieved 67%+ minimum as of the end of the increment. The student continues to make SAP.</td>
</tr>
<tr>
<td>12 credits out of 24 attempted</td>
<td>Regular</td>
<td>The student earned less than the 16-credit minimum and was deficient 4 credits (16-12). The student achieved 50% as of the end of the increment and is placed on probation.</td>
</tr>
<tr>
<td>16 credits out of 24 attempted</td>
<td>Probation</td>
<td>The student achieved the 16 credit (67%) minimum to meet the SAP requirement. The student remains deficient 4 credits from the prior increment. The student will continue to be monitored for credit deficiency.</td>
</tr>
<tr>
<td>21 credits out of 24 attempted</td>
<td>Monitoring status for credit deficiency continues. Student earned regular status at the end of the period. Note: If student had not made up credit deficiency, student would have been disqualified.</td>
<td>The student achieved the minimum 16 credits (67%), and resolved the 4 credit deficiency. The student is making acceptable progress, can achieve completion of the program within 150% of the maximum period.</td>
</tr>
</tbody>
</table>
Student Appeals

Students who failed to meet satisfactory academic progress required for an academic program, and who were not able to meet the minimum requirements during the probationary period, may appeal the disqualification in order to regain eligibility for student financial aid. If there are extenuating circumstances that should be considered during the appeal process, student financial aid reinstatement may be possible. Appeals are only considered if the reasons preventing successful academic progress are serious and compelling. For example:

- "Medical issues"
- "Family difficulties, to include divorce, illness, death"
- "Other special circumstances"

To appeal student financial aid disqualification, the student must submit an appeal letter along with any supporting documentation to the student’s finance counselor. The documentation from the student must explain the nature and timing of the circumstances, a description of how the circumstances prevented the student from meeting the standards, and how the circumstances have been resolved to allow the student to once again meet the requirements of satisfactory academic progress. The counselor will conduct a preliminary review of the appeal and will then forward the documentation to the Professional Judgment Committee. The appeals will be evaluated by the Committee on a case-by-case basis. All Committee decisions are final.

Re-establishing Academic Progress

Students may not regain eligibility by merely paying for courses or sitting out for an increment. Students who have been disqualified due to a violation of the qualitative component may reestablish eligibility without filing an appeal by meeting the cumulative GPA criteria or academic standing required by the program of study. Students who have been disqualified due to a violation of the quantitative component may regain eligibility by earning enough credits out of the credits attempted to demonstrate, through the appeals process, that they will be able to graduate within the maximum timeframe allowed.

Cost of Attendance

The cost of attendance (COA) includes an estimated monthly tuition cost based on campus and program of study. The University establishes budgets as a basis for awarding federal financial aid funds. These budgets are not intended to represent exact living expenses that will be incurred but represent average expenses based on information from the Bureau of Labor Statistics. The COA includes electronic course material, books, tuition, average living expenses, and other fee charges.

The actual electronic course material fees per course are as follows:

- Electronic course materials - Undergraduate $85.00
- Electronic course materials - Graduate $105.00
- Electronic course materials - Doctorate $120.00

Contact your local campus for detailed information regarding actual tuition expenses.

The average monthly living expenses, and electronic course materials and book estimates used in the federal COA are as follows:

- Living Expense $1,905.00
- Electronic Course Material fee $50.00
- Electronic Course Material fee $63.00
- Electronic Course Material fee $63.00
- Electronic Course Material fee $43.00

The distribution of living expense costs includes food and housing (51%), miscellaneous expenses for transportation, health and personal care, clothing and entertainment (49%).

Leave of Absence (LOA)

For students receiving federal financial aid, a change in enrollment may result in a cancellation or reduction of funds. For temporary withdrawals, contact your local campus finance advisor to determine if you are eligible for a Leave of Absence (LOA).

In order to maintain federal financial aid eligibility, students must be considered enrolled and attending the University. Students who have not attended class for over 29 days are considered withdrawn from the University unless the student has an approved LOA. A student on an approved LOA is considered enrolled at the University and entitled to an in-school deferment for federal financial aid funds. A LOA is considered a temporary interruption in your program of study. By completing the following process and with University approval, the LOA will maintain in-school enrollment status.

- The University may grant a LOA to students who provide a written, signed, and dated request to their campus on or before the last date of class attendance. If unforeseen circumstances prevent a student from providing this request on or before the last date of class attendance, the University may grant the LOA if the campus receives the request and appropriate documentation within 15 days of the student's last date of class attendance.
- Unforeseen circumstances may include, but are not limited to, medical and family emergencies, business travel, University course cancellation and/or facility closure, and natural disasters.
- A student may be approved by the University for two non-consecutive LOAs in a 12-month period. Generally, each leave cannot exceed 60 days. Time in excess of 60 days, not to exceed 90 days per leave in any 12-month period (for a total of 180 days during the 12-month period) may be approved on an exception basis for unusual circumstances. These circumstances may include, but are not limited to, military reasons, circumstances covered by the FMLA, or jury duty.
• Students who wish to take a second leave during the 12-month period may do so only for special circumstances that include, but are not limited to, military reasons, circumstances covered by the FMLA, ADA accommodations, jury duty, University course cancellation and/or facility closure and natural disasters. Students returning from a first leave of absence may complete at least one course, with a grade other than W or WF prior to requesting a second leave.

• Students returning from a leave of absence will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University allows students, who return during the 12-month period, to withdraw with an Authorized Withdrawal Tuition Credit (AWTC). Students who start a leave of absence during a course and receive a WF grade are not eligible for the AWTC and will, therefore, be ineligible for approved LOA.

• If a student does not return from an approved LOA, the official withdrawal date and beginning of the loan grace period is the last date of class attendance.

Terms and Conditions

Prior Loan Deferments

If you are registered and attending classes at the University, you 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 your campus finance advisor, who will forward the forms to University Services in Phoenix, Arizona for processing and to the holder of your loan. The loan holder makes the final determination of granting your deferment request.

Students receiving federal financial aid funds may also obtain deferments while serving in the Peace Corps; under the Domestic Volunteer Service Act; and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field on community service. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at www.studentaid.ed.gov. Receiving a deferment is not automatic; therefore, you must formally request a deferment.

Authorization to Apply (ATA) Funds

The University applies federal financial aid funds to a student account for current tuition, electronic course material, books, and directed study fees (including state sales tax) for the payment period and prior year charges up to $200. If student authorized the University, through completion of the Authorization to Apply form during financial aid application process, the University also holds federal financial aid funds for estimated future charges for the payment period including tuition, electronic course material, books or directed study fees (including state sales tax). If student is eligible to receive any remaining funds for the payment period, the credit balance funds are returned to the student in a living expenses check. At that time, the student is notified of the disposition of funds the University retained. Total processing time is approximately two weeks from date the University receives funds from the lender.

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

There are three options to notify the University regarding Authorization to Apply form:

• Initial notification on FAW
  • The student is prompted to answer ATA questions when going through the application process. When student electronically signs the form and they no longer have access to make corrections on the FAW.

• Update/Change ATA
  • If student wants to update original ATA responses they can submit a Update/Change ATA form. This form is available for print from the FAW site. Student completes and faxes to Apollo Financial Aid (AFA) for processing.

• Signed statement
  • The University will accept a signed statement from student or parent outlining any authorization changes to the University Authorization to Apply form at any time. AFA processes the request accordingly.

When an update is submitted, it is only in effect for future disbursements and the authorizations are not retroactive. Students or parents are given the opportunity every award year to confirm, modify, or cancel the Authorization to Apply form during the financial aid application process.
Payment Policies

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

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

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

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

All tuition, fees, and payment policies are subject to change.

Processing Fee and Late Fees

A late fee is assessed for every course for which the student's tuition payment has not been received according to the terms of the Primary Financial Option selected. A processing fee is charged for checks returned for any reason.

Tuition Deferment

In order to be eligible for tuition deferment under the Financial Aid Plan, at least 50% of your annual tuition must be funded through federal financial aid benefits and you must have met the following requirements:

- "Completed a financial aid orientation or received a welcome call from your financial representative"
- "Completed the Entrance Interview Form"
- "Completed all required financial aid forms"
- "Submitted all materials requested by your financial representative or the University of Phoenix Financial Aid Processing Center"
- "Received an eligible Institutional Student Information Report (ISIR) from the U.S. Department of Education"
- "Completed the Admissions Application"
- "Paid all applicable fees prior to your first class meeting"

If the University determines you are not eligible for student financial aid and/or do not provide all requested documentation to the University, you will be immediately responsible for any outstanding balance and be required to comply with the terms and conditions of the cash plan.

The cash plan requires you pay all tuition and applicable fees prior to each course start date. You may choose to have tuition, electronic course material, and books automatically charged to a credit card. Automatic payments are charged according to timelines set by your local campus.

Students who do not comply with their Primary Financial option term may not be allowed to attend classes. Eligibility to start or continue to attend classes is at the discretion of the University. 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.

If you choose the cash plan, it is your responsibility to pay for each course prior to each course's start date. Invoices are not sent prior to the start of each course. Contact an enrollment advisor for have questions.

Veterans Educational Benefits

Students who are entitled to Department of Veterans Affairs (DVA) education benefits must make initial contact with their campus veteran's affairs certifying official. A formal application for admission to the University should be completed before applying for the VA education benefits. Each University of Phoenix program and classroom, or distance education option, requires separate state approving agency approval for the training of veterans or eligible persons. Contact your local campus for information on current approvals.

Application for VA education benefits should be sent to your local campus, for submission to the DVA, so the campus certifying official can submit the proper certification for your enrollment. University of Phoenix does not participate in the DVA advanced payment program.

VA education benefit eligibility and payment rates vary depending on each individual's military history and educational program being pursued. Only the DVA can determine VA applications eligibility, contact a DVA representative in your area, toll free at 1-888-GI-BILL-1 (1-888-442-4551).

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the DVA prior to the start of week 25 of enrollment. DVA may not always pay VA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.
Please ensure all prior education transcripts, DD-295, DD-214, Army/American Council on Education Registry Transcript System (AARTS), Coast Guard institute transcripts, and Sailor/Marine/American Council on Education Registry transcripts are submitted for evaluation in a timely manner. It is the student’s responsibility to ensure that all transcripts are submitted to the University. Academic credit earned for courses appearing on an official transcript from a regionally accredited or candidate for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University’s Office of Admissions and Evaluation. Transfer credits that are 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’s Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by the campus personnel are unofficial, not binding, and subject to change.

VA Standard of Academic Progress Requirements
To receive VA education benefits, a student must maintain SAP and conduct. Accordingly, benefits will be terminated for individuals who are disqualified, suspended, or expelled from the University.

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

Academic Disqualification
Academic disqualification will result if students fail to clear their academic probation status within four courses from the onset of probation. Veteran students will not be eligible for VA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To re-enter, 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 re-admission. The admission file will be reviewed by the Student Appeals Center and decision reached regarding re-admission. If approved, the student would be required to complete all program requirements in effect at the time of re-admission. An application for VA education benefits will also be necessary to re-establish benefits with University of Phoenix.

Defense Activity for Non-Traditional Education Support (DANTES)
Directed study courses have DANTES approval for tuition reimbursement. For more information on this program, contact the Educational Service Officer on your base.

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

Direct Deposit
Direct deposit is the safest and fastest way to receive your VA education benefits. You may request direct deposit by mail or by calling (877) 838-2778. Be sure to provide your financial institution’s routing number, your account number, and type of account (checking or savings).

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

Requirements for Officially Withdrawing from the University
Any student who finds it necessary to interrupt their attendance by withdrawing from the University can complete the official withdrawal process by contacting their local campus. The Official Withdrawal FORM will assist the University in timely withdrawal processing so that no additional services are rendered or charges incurred.

Academic Program and Instructional Facilities Information
Academic program offerings and instructional facilities vary according to geographic area and delivery mode (on-campus or online). Not all programs are available at all locations. University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, nursing and health care, social and behavioral sciences, and education. Detailed and current information regarding academic programs, instructional facilities, and current campus contact information may be reviewed at www.phoenix.edu .

Entities that Approve, License, or Approve the University of Phoenix
The University is reviewed, approved, and accredited by federal, state, and private agencies.

The Higher Learning Commission of the North Central Association of Colleges and Schools
30 N. LaSalle Street, Suite 2400
Chicago IL 60602-2504
(312) 263-0456, (800) 621-7440

The Bachelor of Science in Nursing Program and Master of Science in Nursing are accredited by the
Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791

The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling Program with a specialization in Mental Health Counseling (Utah Campus) are accredited by Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, CA 22314
(703) 535-5990
The Associate of Arts in Business, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Executive Master of Business Administration, Master of Management, Doctor of Management, and Doctor of Business Administration programs are accredited by Association of Collegiate Business Schools and Programs
7007 College Blvd., Suite 420
Overland Park, KS 66211
(913) 339-9356

The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education is pre-accredited by Teacher Education Accreditation Council (TEAC)
One Dupont Circle, Suite 320
Washington, DC 20036-0110
(202) 466-7236

For more information go to http://www.phoenix.edu/about_us/accreditation.html
The University is licensed, or deemed exempt from licensure, by the following state, district, commonwealth, or provincial regulatory bodies:
- Alabama Commission on Higher Education
- Alaska Commission on Postsecondary Education
- Alberta Advanced Education, Private Institutions Branch
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- Ministry of Advanced Education, British Columbia
- State of California
- Colorado Department of Higher Education, Commission on Higher Education
- Department of Higher Education, State of Connecticut
- Delaware Department of Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education, Colleges, and Universities
- Georgia Non-public Postsecondary Education Commission
- Hawaii Department of Commerce and Consumer Affairs
- Idaho State Board of Education
- Illinois Board of Higher Education
- State of Indiana Commission on Proprietary Education (COPE)
- Office of the Secretary of State of Iowa
- 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 Higher Education Service Office/Private Career School Licensure
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- Montana Office of the Commissioner of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Commission on Higher Education
- State of New Mexico Commission on Higher Education
- Board of Governors of the University of North Carolina
- Director of Degree Programs and Undergraduate Issues; Ohio Board of Regents
- Oklahoma State Regents for Higher Education
- Oregon Office of Degree Authorization
- Commonwealth of Pennsylvania Department of Education
- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Educación
- South Carolina Commission on Higher Education
- South Dakota Board of Regents
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- Commonwealth of Virginia Council of Higher Education
- State of Washington Higher Education Coordinating Board Degree Authorization Agency
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

Additional Information
You can view additional information at http://www.phoenix.edu/about_us/accreditation.html or obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting

Apollo Legal Department
(602) 557-1818

Services for Disabled Students
University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Students have the responsibility to both self-disclose and request accommodation through the campus disability services advisor. Communication with faculty or other staff members does not constitute in itself fulfilling the University ADA accommodation requirements. Verification through documentation from a health care provider is required prior to accommodations being determined and fulfilled. The campus disability services advisor will review documentation for accommodation consideration. Campus disability services advisors are responsible for managing the campus student ADA process, including negotiations and finalizing appropriate student accommodations. A current listing of all campus disability services advisors may be obtained at: http://www.phoenix.edu/.

Completion Rates
In accordance with the Higher Education Act of 1965, each postsecondary educational institution must publish information regarding student completion rates. For more information please go to www.phoenix.edu.
Audits, Withdrawals, Non-Required Courses, & Repeats

The law prohibits payment for auditing a course or payment for any course for which a grade assigned is not used in computing requirement for graduation. This includes repeats of grades D or better (unless a higher grade is required); withdrawals; and courses which are not applicable to your declared degree objective. This does not apply to repeats of required courses that you have failed.

Withdrawal From the University

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

Official Withdrawal

A student wanting to officially withdraw from the University may contact one of the following designated offices by calling (866) 766-0766.

- Enrollment Services
- Academic Services
- Finance Services

Unofficial Withdrawal

A student, who is out-of-attendance more than 29 days, and not on an approved leave of absence, is considered unofficially withdrawn from the University.

Treatment of Federal Financial Aid Funds

Federal regulations specify how the University must determine the amount of federal financial aid funds assistance earned when a student withdraws from the University. The federal financial aid funds covered by regulation are:

- Federal Pell Grant
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent (SMART) Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Teacher Education Assistance for College Higher Education (TEACH) Grant
- Perkins Loans
- Federal Family Educational Loan (FFEL) Program
- William D. Ford Federal Direct Loan (DL) Program
- Federal Parent Loan for Undergraduate Student (PLUS)
- PLUS loans for Graduate and Professional Degree Students

When a student withdraws from the payment period, the amount of federal financial aid assistance the student earned up to that point is determined by a specific formula. Generally, a payment period consists of 12 credits. If the student received (or the University or parent received on behalf of the student) excess federal financial aid program funds that must be returned, the University must return a portion of the excess funds equal to the lesser of:

- The institutional charges multiplied by the unearned percentage of the student's funds, or
- The entire amount of excess funds.

The University must return this amount even if it did not keep the federal financial aid program funds.

If the University is not required to return the excess funds, the student must return the remaining amount. Any loan funds the student (or parent for a PLUS Loan) must return must be repaid in accordance with the terms and conditions of the promissory note.

Overpayment

An overpayment is any amount of unearned grant funds the student must return. The maximum amount of a grant overpayment the student must repay is one-half the grant funds received or scheduled to receive. The student must arrange with the U.S. Department of Education to return the unearned grant funds. Failure to resolve the overpayment within the 45-day period will result in non-eligibility of future federal financial aid funds.

The requirements for federal financial aid program funds when a student withdraws are separate from institutional and state refund policies in this guide. Therefore, the student may owe funds to the University for unpaid institutional charges. The University may also charge the student for any federal financial aid funds the University was required to return.

Timeline

The University initiates the Return of Title IV Calculation process on the date the University determined the student withdrew.

Other Refund Policies

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

Students who change their mind about withdrawing and wish to rescind their intent to withdraw must complete the Official Withdrawal Rescission form via e-Campus. If the student subsequently withdraws, the withdrawal date is the later of:

- the date the student first provided notification to the University
- the date the student began the withdrawal process
- the last date of academic attendance determined from the University’s class attendance records
- the last date of attendance at an academically related activity as documented

Institutional Refund Policy

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

Students who began a program under Registered status, pending the completion of admission file and are subsequently denied admission, are eligible for a refund of the full tuition amount for the course in which they are currently enrolled. Tuition is not refunded for any completed course. A tuition refund can be requested in writing from your 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 of instruction are eligible for a pro rata refund. The refund will be the amount the student paid for the instruction multiplied by a fraction, the numerator of which is the number of hours (weeks) of instruction which the student has not received, but for which the student has paid, and the denominator of which is the total number of hours (weeks) instruction for which the student has paid.

State Refund Policies

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

1. Students in the state of Arizona will have tuition refunded using the University’s Institutional Refund Policy with the exception that students will have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.
2. In the event that University of Phoenix no longer offers educational services for students in the state of California, prior to a student completing a course of instruction, a partial refund may be available. The student should contact the Department of Consumer Affairs, 1625 North Market Boulevard, Sacramento, California 95834, or call (800) 952-5210.
3. Students in the state of Florida will have tuition refunded using the University’s Institutional Refund Policy with the following exceptions:
   - Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement. The University will retain $45 of the application fee for students who withdraw from the institution prior to the start of their program and after the 3-day cancellation period.
   - Refunds will be paid within 30 days of the student’s official withdrawal.
4. Students in the state of Georgia will have tuition refunded using the University’s Institutional Refund Policy with the following exceptions:
   - Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.
   - Students providing written notification of withdrawal prior to the first class session or have been out of attendance 29 days will receive a full refund of tuition paid for the unattended course.
   - Refunds will be paid within 30 days of the student’s official withdrawal.
   - A student that is out of attendance for 29 days will be considered withdrawn.
5. Students in the states of Kansas or Missouri will have tuition refunded using the University’s Institutional Refund Policy with the following exceptions:
   - Students have the right to a full refund of all fees and tuition paid should he or she rescind his or her decision to enroll within three (3) business days of signing the Enrollment Agreement.
   - To cancel enrollment, a student must submit an “Official Withdrawal Form”. If sent by mail, the “Official Withdrawal Form” must be postmarked on or before the third business day following execution of the Enrollment Agreement. After this three day period, all fees, including applications fees, assessment fees, and book fees are nonrefundable.
   - A tuition refund must be requested in writing by submitting an “Official Withdrawal Form” to the student’s local campus.
6. Students in the state of Ohio will have tuition refunded using the University’s Institutional Refund Policy with the following exceptions:
   - Students have the right to a full refund of all fees and tuition paid should he or she rescind his or her decision to enroll within five (5) calendar days of signing the Enrollment Agreement.
   - A student who withdraws before the first class and after the five (5) calendar days of signing the Enrollment Agreement shall be obligated for the registration fee.
   - To cancel enrollment, a student must notify the local campus in writing on or before the fifth (5) calendar day following execution of the Enrollment Agreement.
   - Refunds will be paid no later than thirty (30) days after cancellation.
7. Students in the state of Kentucky will have tuition refunded using the University’s Institutional Refund Policy including the following exceptions:
   - A student that cancels his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all monies paid.
   - The University may retain 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less for students who fail to enroll in the enrollment period for which advanced payment was made.
   - Refunds will be paid within 30 days of the student’s official withdrawal. A student that is out of attendance for 30 days will be considered withdrawn.
8. Students in the state of Louisiana will have tuition refunded using the University’s Institutional Refund Policy including the following exceptions:
• Students that cancel his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all tuition and fees, except the application fee which is nonrefundable.

• Refunds will be paid within 30 days of the student’s official withdrawal.

• The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

• Refunds will be paid within 30 days of the student’s official withdrawal.

9. Students in the state of Nevada will have tuition refunded using the University’s Institutional Refund Policy including the following exceptions:

• Students that cancel his or her enrollment anytime before the start of the first class session in his or her program of study may receive a full refund of all money paid.

• The University may retain 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less.

• Refunds will be paid to the person or entity who paid the tuition within 15 calendar days after one of the following: the date of cancellation by a student of his enrollment; the date of termination by the university of the enrollment of the student; the last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or the last day of attendance of a student, whichever is applicable.

• For purposes of this refund calculation, the period of a student’s attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student’s last day of actual attendance, regardless of absences. The period of time for a program of study is the period set forth in the enrollment agreement.

• In addition, tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the institution to the student if those items were not used by the student. Disputes will be resolved by the Administrator for refunds on a case-by-case basis. If the University cancels or discontinues a course or educational program stated in the enrollment agreement, the University will refund all the money paid for that course or program.

10. Students in the state of Oregon will have tuition refunded using the University’s Institutional Refund Policy including the following exceptions:

• All fees, including application fees, assessment fees, student service fees, and book fees are nonrefundable.

11. Students in the state of South Carolina will have tuition refunded using the University’s Institutional Refund Policy including the following exceptions:

• Students have a right to a full refund of all monies paid, including application and materials fees, if they withdraw within 72 hours (excluding weekends and legal holidays) after signing the Enrollment Agreement.

• A full refund of all monies will be made to any applicant that is not accepted by the University. After the 72 hour cancellation period, the University may retain up to a $100 if the student does not attend a course.

• The University may retain an administrative fee up to $100. Refunds will be paid within 40 days of the student’s official withdrawal.

12. Students in the state of Wisconsin will have tuition refunded using the University’s Institutional Refund Policy including the following exceptions:

• Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid.

• Refunds will be paid within 30 days of receipt of the student’s notice of cancellation or withdraw.

• If the University cancels or discontinues a course or educational program, the University will make full refund of all charges.

Additional State Refund Policies

Please note: The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

Minnesota and Indiana have established refund policies which differ from the University’s Institutional Refund Policy outlined above. If a student attends a class in one of these states, the specific state refund policy will be applied instead of the University’s Institutional Refund Policy. The specific policies are listed below:

1. For students attending in the state of Minnesota, each student will be notified, in writing, of acceptance or rejection of his or her admission application. In the event that the school rejects the student, all tuition, fees and other charges shall be refunded. Notwithstanding anything to the contrary, all tuition, fees and other charges paid by a student will be refunded, if the student gives written notice of cancellation within five business days after the day on which the enrollment agreement was executed regardless of whether the program has started. When a student has been accepted by the school and has entered into a contractual agreement with the school and gives written notice of cancellation following the fifth business day after the date of execution of contract, but before the start of the program, all tuition, fees and other charges, except 15 percent of the total cost of the program but not to exceed $50, shall be refunded to the student.

When a student has been accepted and gives written notice of cancellation after the start of the a class for which the student has been charged, but before completion of 75 percent of the period of instruction, the amount charged for tuition, fees, and all other charges shall be prorated as a portion of the total charges for tuition, fees, and all other charges. For example, if a student, attends 1-6 classes, the pro rata refund of tuition, fees and other charges are based on the number of days in the term plus 25% of the total program cost. An additional 25 percent of the total cost of the period of instruction may be added, but shall not exceed $100. After completion of 75 percent of the period of instruction for which the student has been charged, no refunds are required. For example, if a student attends 7+ classes, there is no refund.
The University shall acknowledge in writing any valid notice of cancellation within ten business days after the receipt of such notice and within 30 business days shall refund to the student any amounts due and arrange for termination of the student’s obligation to pay any sum in excess of that due under the cancellation and refund policy. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the cases where the notice is hand carried, it shall occur on the date the notice is delivered to the school. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance; and if delivered by mail, the postmark date of the letter of acceptance. If a student’s enrollment in a school is canceled for any reason, the school shall notify any agency known to the school to be providing financial aid to the student of the cancellation within 30 days. The refund policy is not conditional upon compliance with the school’s regulations or rules of conduct. No promissory instrument received as payment of tuition or other charges shall be negotiated prior to the completion of 50 percent of the program. Prior to that time, instruments may be transferred by assignment to purchasers who shall be subject to all defenses available against the school named as payee. The address of the Minnesota Higher Education Services Office is 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108.

Note: Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the Minnesota State Grant Program, The SELF Loan Program, and other Aid Programs (With the exception of the State Work Study Program), the MHESO Refund Calculation Worksheet, Appendix 14, of the Minnesota State Grant manual is used.

2. For students in the state of Indiana, the following refund policy applies:

The University must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

(1) A student is entitled to a full refund if one (1) or more of the following criteria are met:

The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.

The student does not meet the postsecondary proprietary educational institution’s minimum admission requirements.

The student’s enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary proprietary educational institution.

If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

(2) A student withdrawing from an instructional program, after starting the instructional program at a postsecondary proprietary institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

(6) A student withdrawing from an instructional program, after attending more than sixty percent (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 week 50% 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 90% refund due
- Attend 2 week 50% 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 90% refund due
- Attend 2 week 75% refund due
- Attend 3 week 50% refund due
- Attend 4 week 50% refund due
- Attend 5 week 40% refund due
- Attend 6 week no refund due
STUDENTS’ RIGHTS AND RESPONSIBILITIES

Student Code of Conduct

The Student Code of Conduct of University of Phoenix supports the University’s mission to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

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

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

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

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Stalking, persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
4. Disruptive behavior that hinders or interferes with the educational process.
5. Violation of any applicable professional codes of ethics or conduct.
6. Failure to promptly comply with any reasonable directive from faculty or University officials.
7. Failure to cooperate in a University investigation.
8. 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).
9. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.
10. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students or their employers.
11. 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.
12. Violation of the Student Code of Academic Integrity.
13. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
14. 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).
15. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-14 above).
16. Violation of federal, state, provincial, or local laws or regulations that impacts the University’s educational environment.

Student Code of Academic Integrity

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

a. Plagiarism – Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise.

Examples of plagiarism include but are not limited to:

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

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

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

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

e. Copyright infringement – Acquisition or use of copyrighted works without appropriate legal license or permission.

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

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

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

A. Alleged Violations:

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

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

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

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

B. Investigation:

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

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

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

C. Notification:

1. A student who is charged with a violation of the Student Code of Conduct shall be notified of the specific charge(s) in writing by a Charging Letter sent via Certified Mail, Return Receipt Requested, or comparable means, and shall be given ten (10) days to submit a written response to the designated University official. (Note: If this is a drug and/or alcohol related offense you must also notify the Office of Dispute Management.)

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

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

D. Student Response

1. 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 sanctions.

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

E. Campus Committee:

1. After the campus investigation is completed and the student has responded to the Charging Letter, a Campus Committee shall be convened to review the file and make findings and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (a designee may be appointed if the Director has recused himself/herself).

2. The Campus Committee shall be chaired by a full-time campus administrator.

3. The Campus Committee composition shall be at least three (3) impartial individuals who have no prior involvement with the student or the investigation: a campus administrator, a faculty member, and a student representative. (Note: Students who are subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of their Campus Committee adjusted as necessary to comply with that code).
F. Registrar's Committee:

1. After the Office of Compliance Management’s investigation is completed and the student has responded to the Charging Letter, a Registrar’s Committee shall be convened to review the file and make findings and recommendations to the Registrar (a designee may be appointed if the Registrar has recused himself/herself).

2. The Registrar’s Committee shall be chaired by an Associate Registrar or Director from the Registrar’s Office (or designee).

3. The Committee composition shall be at least three (3) impartial individuals, who have no prior involvement with the student or the investigation, to include: an Associate Registrar (or designee), Director or Operations Manager from the Registrar’s Office or designee, a Director from University Services (or designee), and the Director of Student Financial Aid programs or Director of Student Financial Accounting, as appropriate. (Note: Students who are subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of their Campus Committee adjusted as necessary to comply with that code).

G. Committee Process:

1. Students shall be afforded the opportunity to address the Committee to make a statement in their defense. This may be done via teleconference.

2. Students are not entitled to representation by an attorney or any other third party at any point in the process. However, in accordance with the Higher Education Opportunity Act (HEOA), in cases of an alleged sex offense, the accuser and the accused are entitled to have others present during the committee process.

3. Tape, digital, or other electronic recording of the Committee Meeting is not permitted.

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

5. The Committee members sign a standard “Confidentiality Statement for Committee Members” and, after the Committee’s deliberations, the Case Packets are collected and destroyed in order to maintain confidentiality.

H. Decision:

1. For campus cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Campus Committee and render the decision.

2. For Registrar cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Registrar (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Registrar’s Committee and render the decision.

3. The decision shall be communicated to the student by the decision maker. The decision shall be sent via Certified Mail, Return Receipt Requested, or comparable means. (Note: If this is a drug and/or alcohol related offense you must also notify the Office of Dispute Management.)

4. 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 who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

5. In accordance with the requirements under the HEOA, in cases of an alleged sex offense, both the accuser and the accused will be informed of the committee determination involving an alleged sex offense, including any sanction that is imposed.

I. Sanctions:

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

2. 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.

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

J. Appeals:

1. In those instances where students are found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the Student Discipline Review Committee (SDRC) in the Office of Dispute Management within ten (10) days of receiving the campus decision. The SDRC is usually comprised of a senior manager from the University, a Regional Director of Academic Affairs, and an Associate or Assistant Dean from the accused student’s college (or their respective designee). The decision of the SDRC is final and shall be communicated directly to the student and the campus, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion (see H.3. above).
2. If the sanction against the student is expulsion, the review of the appeal shall be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is usually comprised of the Provost, the Vice President of University Services, and the Dean of the accused student's college (or their respective designee). The decision of the SMRC is final and shall be communicated directly to the student and the campus. Students subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of the SDRC or SMRC adjusted as necessary to comply with that code.

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:

- American Nurses Association Code for Nurses
- SDRC or SMRC adjusted as necessary to comply with that code

The policy states that all forms of unethical behavior 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 or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the 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.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students’ written consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

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

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

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

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University’s intent to comply with the subpoena before release of the records. Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student’s signature and date. Requests are valid throughout student’s enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-L201, Phoenix, AZ 85040, Fax (480) 643-1600.

Campus Safety Policies
The University Campus Safety policies have been prepared to increase University of Phoenix community’s awareness of current programs that exist to protect its members’ safety and well-being and to satisfy the requirements of the Safe and Drug Free Schools and Communities Act. The information included relates to topics such as drug and alcohol abuse, health risks and available counseling programs, prohibited use or distribution of drugs and alcohol, legal affects of drug and alcohol use, and information related to campus safety. The information is intended to provide a general description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years. Specific campus location statistics are available electronically at http://www.phoenix.edu/about_us/campus_safety.html or by requesting a printed copy from your local campus security authority.
Sex Offender Registry
The University of Phoenix Sex Offender Registry provides for the tracking of convicted sex offenders enrolled or employed at this university as reported to this institution. Information may be obtained at http://www.phoenix.edu/about_us/campus_safety/sex_offender_registry.html or by contacting your local campus security authority.

Contact List
University of Phoenix Campus Security Authorities assists in the safety of the University community by serving as contacts for University security issues. Contact information is provided for all Campus Security Authorities at http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html

Drug and Alcohol Abuse Prevention Program
Drug abuse affects all aspects of everyday 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. All students are expected to conduct themselves as mature adults and as members of an academic community. The consumption of alcohol or drugs while attending class, or meeting with campus personnel, is prohibited and may be subject to disciplinary action. All drug and alcohol abuse policies, prevention, and referrals can be found within the Campus Safety Policies.

Title II of the Higher Education Act-Academic Year 2007-2008 Report
In compliance with Title II of the Higher Education Act, the University of Phoenix has submitted institutional questionnaires which detail our program offerings, student demographics, and student performance in those states where we have teacher education preparation programs which have produced program completers (graduates). University of Phoenix provides professional preparation for teachers in multiple states. This report provides an overview of the information contained in our Institutional Reports. The Institutional Reports may be found in the University Consumer Information Notice at: www.phoenix.edu.
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ACADEMIC POLICIES

Academic Advisement

All students are provided the opportunity to communicate with a Representative prior to enrollment and throughout the duration of their program. This advisement will provide students with a preliminary evaluation of their academic status prior to admission and the requirements they must satisfy for both admission to and completion of their degree program. All students are notified of their official transfer of credits at the time of matriculation and may view their official transfer credit evaluation and progress toward degree completion at any time on their student website. Student services available on the student website include transfer credit summaries, official grades, access to update demographic information, and the ability to request transcripts. Guidance on degree completion progress and options may also be discussed at any time with a Representative. Applicants unable to meet admission criteria may utilize the services of an Enrollment Representative in formulating an educational plan that, upon successful completion, satisfies the degree program admission criteria.

Registration

Registration and payment of tuition are required prior to the start of each course. A new application fee is not required for students transferring from WIU. Undergraduate students requesting financial aid must register for a minimum of 24 credits. Students must sign a Enrollment or Disclosure Agreement for the degree program which they intend to pursue. Students who change programs or who reenter after an absence of one year or more must sign a new Enrollment or Disclosure Agreement. The date on which a student executes their Enrollment/Disclosure Agreement defines the student’s curriculum and degree requirements. The executed enrollment agreement will be effective for a one year time period from the date signed. If the student has not started their program within this timeframe, the student will be required to submit new admissions paperwork (application and Enrollment/Disclosure Agreement) and update to the most recent version available at their campus.

Admission Status

There are five types of admission to University of Phoenix: Admitted, Provisional, Registered, Deferred and Denied. Applicants to certain degree programs are permitted to begin their program of study under Registered, Deferred and Provisional admission status but are not considered matriculated until Admitted status is granted by the Office of Admissions & Evaluation and all transfer credits are reviewed for applicability to the degree program.

Admitted Status

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

Graduate Provisional Status

Students who meet all admission requirements except the minimum GPA requirement of 2.50 or 3.0 (see admission requirements) may be admitted on Provisional status (PV) if their entrance GPA is between 2.0 and 2.49 or 2.50 - 2.90. Students admitted on Provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of the fourth graded graduate course. Students with a GPA of less than 3.0 at the end of their fourth graded graduate course will be Disqualified for Admission (DA).

Registered Status

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 (RR) by completing an application and paying the application fee. The University makes no guarantees of a favorable admission to students enrolled in course work under Registered status. Students relying on foreign education to meet admission requirements or who are required to take the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or the Berlitz Online English Proficiency Exam are not eligible to attend classes under Registered status until all admission requirements are met and a favorable evaluation has been performed by an approved foreign credential evaluation agency or evaluation performed by the Office of Admissions & Evaluation.

Deferred Status

Students who submit incomplete information or documentation may be placed on Deferred admission (DF) until all information or documentation is received to render an appropriate admission decision. No student may enroll in their fourth course without full admission (AM) and matriculation being granted.

Denied Status

Applicants who do not meet the minimum admission requirements for their selected program are denied admission.

Denied for Cause Status

The applicant for admission has 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.

International Verification (IV)

Students will be granted IV admissions status if copies of academic records from an institution outside the United States or US Territory was received. Students on IV admissions status may attend up to four UOPX courses.

**Students with academic records from Canadian institutions are not eligible for IV admissions status, as the University of Phoenix provides eservices for requesting official academic records of students who previously attended Canadian institutions.

Disqualified for Verification (DV)

Students who have been admitted on an IV admissions status and verification or official academic records are not received by the completion of the fourth UOPX course will be placed on DV status until the documentation is received. Students on a DV admission status may not attend class or be eligible to change programs.
Academic Probation

Academic Probation shall occur when a student’s grade point average falls below acceptable levels. Undergraduate students must maintain a program grade point average of 2.0 while graduate students must maintain a program grade point average of 3.0. Probation lasts for a period of four consecutive courses. Course work taken concurrently will be applied to the four course period. In graduate programs, the four course sequence excludes any undergraduate prerequisite courses. Financial Aid and VA students will continue to receive funds during the probationary period.

Academic Disqualification

Academic disqualification will result if a student fails to clear his/her academic probation status within the probationary period. Disqualified students are not eligible for re-entry until the lapse of six months. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. To re-enter, a formal application must be submitted in accordance with University admissions 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 re-entry. The re-entry file will be reviewed by the Student Appeals Center and a decision reached regarding re-entry. If approved, the student would be required to complete all program requirements in effect at the time of re-entry and will be placed on Academic Probation for a four course period.

Disqualified for Admission (DA) Academic Status

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

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

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

Program Disqualification

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

Scholastic Disqualification

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

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

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

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. 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. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on progression requirements. A student may appeal to the Student Discipline Review Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct. The University will note the date a student is placed on and removed from Scholastic Suspension on the permanent transcript.

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, harassment, or a violation of University policy must present their grievance in writing to their Campus Director of Academic Affairs, Director of Operations,
Director of Student Services, or designee, as appropriate, within six (6) weeks of the incident. Such grievances are to be heard by a Campus Committee comprised of the following: one campus administrator, who will serve as Chair; one faculty member; and one student representative. A campus decision based upon the Campus Committee's recommendation may be appealed to the Office of Dispute Management (ODM) for review by the Central Administration Appeals Committee (CAAC) within ten (10) days of the date the student receives the decision from the campus. 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)

For academic issues, students may submit through their Academic Representative to the Student Appeals Center (SAC) in ODM a request for a policy exception or to appeal a decision of the Office of Admissions & Evaluation. 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. These appeals are generally sent to a college dean for review and decision. Note: grade disputes are not appealable to SAC. In all cases of student grievances and appeals, if the issue cannot be resolved after exhausting the University’s administrative procedures, the student may file an external complaint.

State Boards

In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-5709.

In Florida, the student may contact the Florida Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.

In California, the student may contact the California Bureau for Private Postsecondary and Vocational Education, 400 R Street, Suite# 5000, Sacramento, CA 95814-6200 telephone (916) 445-3427.

In Maryland, the student may contact Maryland Higher Education Coordinating Board/Degree Authorization, 917 Lakeridge Way SW, P.O. Box 43430, Olympia, WA 98504-3430, telephone (360) 753-7869.

In New Mexico, the student may contact the State of New Mexico Higher Education Commission, 1068 Cerrillos Road, Santa Fe, NM 87501-4295, telephone (505) 827-7883.

In New Jersey, the student may contact New Jersey Higher Education Commission, 20 West State Street, 7th floor, Suite 305, P.O. Box 542, Trenton, NJ 08625-0542, telephone 609-292-4310.

In Ohio, the student may contact the State Board of Proprietary School Registration, 35 East Gay Street, Suite# 403, Columbus, OH 43215-3138, telephone (877) 275-4219.

In Oregon, the student may contact the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

In South Carolina, the student may contact the South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201, telephone: 803-737-2260.

In Tennessee, the student may contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830, telephone (615)741-5293.

In Virginia, the student may contact the State Council for Higher Education for Virginia (SCHEV), 101 N 14th Street, Richmond, VA, 23219, telephone (804) 225-2600. Students contacting the State Council will not be subject to unfair actions as a result of initiating a complaint proceeding.

You may obtain a copy of the University’s accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (480) 557-1168.

Grading Procedures

Formal grade reports are available through the student web site upon completion of each course. Grade reports indicate the course taken, credits received, and grade assigned. A student who has failed to make payment for tuition of a course will have the grade withheld until payment is made. Faculty members are required to post final grades within seven days of completion of the course. The University has established the following grading guidelines to be complied with by all faculty

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<th>Grade</th>
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<td>A</td>
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<td>C-</td>
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</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>D</td>
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<td>C</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>IP</td>
<td>In Process</td>
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<tr>
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<td>In Progress extension</td>
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<tr>
<td>AU</td>
<td>Audit</td>
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<tr>
<td>QC</td>
<td>No grade awarded</td>
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</table>
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.

* I = INCOMPLETE
  • Student granted extension to complete assignments.
  • If a student is granted an Incomplete grade, the student’s final grade will be reduced one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted.
  • Students who earn a grade of "I" and successfully complete the course will have the "I" grade replaced with the earned grade. The "I" grade will no longer be displayed on the student record.

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

*IX = IN PROGRESS EXTENSION
An IX grade may be awarded in the following instances:
  • This grade is only awarded to eligible students who require special accommodations and provides additional time to complete a course (e.g. Americans with Disabilities Act accommodations).
  • A new IX course completion date must be selected by the faculty member and can range from 5 weeks to 15 weeks.
  • The IX grade is an option for any course on the drop-down menu and allows for more flexibility with setting the deadline date than the “I” grade does.
  • Students will not be penalized one letter grade after completing the course.
  • IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
  • An IX grade is not calculated into the GPA

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

AU = AUDIT
These 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
Students who attend at least one night of a course and miss at least two class sessions. The faculty member determines that the student was passing the course or cannot make a determination whether the student was passing or failing at the time of the withdrawal. Quality points are 0.00; the grade is not calculated in the GPA.

WF = WITHDRAWAL/FAILING
The student attended at least one night of a course and missed at least two class sessions. The faculty member determines that the student was failing the course at the time of the withdrawal. 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.
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, or electronic imaging system.

Grade Disputes

Students disputing a grade received may contact the Director of Academic Affairs or designee who will assist them in contacting the faculty member to discuss the grade dispute. The faculty member’s decision is final. A grade dispute must be initiated within six (6) weeks of the grade posting date. Grade disputes are not appealable beyond the campus level.

Students’ grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.

Students’ grades represent the work and knowledge level attained within the regularly scheduled course dates. Students are not allowed to submit extra work to raise their grade after the course has ended because this grade would no longer reflect the level of competency achieved upon completion of the course.

Program Changes

Students wishing to change their course of study may do so through consultation with their Academic Representative. The student must sign a new enrollment agreement and meet the admission requirements of the new program. Students are then required to complete any curriculum or degree requirements for the new program. Previously completed coursework may not apply to the new program requirements.

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.

Degree Posting

Degrees are posted to students’ transcripts on a monthly basis. A student’s degree will be posted on his or her transcript on the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit has been posted to the academic record. The student’s individual degree completion date is recorded on the transcript, indicating that all academic requirements for the degree were fulfilled on that date.

Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees. Diplomas are processed and mailed approximately two weeks after the degree has been conferred. Students who are not eligible for graduation are notified by their Academic Representative of their degree deficiencies.

*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, WE, 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. Grades are available to students who have paid all tuition and fees owed. No grades will be given to a student over the phone. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The Registrar’s Office cannot provide grade reports for students under any circumstances. Students who require grade verification must request an Official Grade Report or may print a grade from the student website. University of Phoenix students may also request a grade verification letter through University Services Support Center.

The student’s official transcript is prepared by the Registrar’s Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institution will be included on the transcript. If you need itemized information for these credits the student must contact the school where the credits were completed.

Directed study courses completed through the Online Directed Study are subject to additional policies. Contact the Online Directed Study for further information.

The faculty deadline for changing an Incomplete grade is seven days from the receipt of the student’s completed assignments. Students must allow approximately two weeks for the grade change to be processed.

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 have paid all tuition and fees owed to the University.

Transcript Request Forms are available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-L201, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) by selecting the Services menu and following the directions for requesting a transcript.

The University cannot release transcripts received from other institutions. Copies of these transcripts must be obtained from the original institution. All official transcripts submitted to the University of Phoenix become the property of the University and will not be returned to the student.
Graduation with Honors

Bachelor degree students who complete their degree program with a 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. The Honors distinction will not be recognized during University commencement ceremonies.

Participation in Commencement Ceremony

Commencement ceremonies are held at each University campus. Associate students who have completed all but 6 credits required for their degree will be permitted to participate in the commencement ceremony. Undergraduate and Graduate students who have completed all but 9 credits required for their degree will be permitted to participate in the commencement ceremony. Doctoral students must satisfy all credit requirements prior to commencement eligibility. Certificate students should refer to their local campus for commencement eligibility.

Students must also be in good academic and financial standing to be eligible for commencement participation.

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 (Axia)</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 7 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.
Outcomes Assessment

Outcomes assessment is an integral part of the educational process and organizational culture at University of Phoenix. Assessment occurs throughout each learner's program of study, with various measures being taken at the time of registration, throughout their programs, upon graduation and several years following graduation.

The comprehensive nature of the assessment system and the longitudinal data that have been 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 outcomes are used in the curriculum development process, as well as in the creation of faculty development tools. Administrative support systems are also streamlined and made more user-friendly, building on the analysis of information gathered.

Institutional Quality Improvement

The purpose of the Institutional Quality Improvement System is to document that the institution is meeting its mission and purposes through continuous assessments based on a comprehensive array of quality control and assurance instruments. A major component of this plan is the assessment of student learning.

Academic Assessment Plan

The University's continuous search for the best ways to assure quality control led to the adoption of an Academic Assessment Plan (AAP), designed to demonstrate that our graduates meet programmatic and University learning goals. The AAP is comprised of four ongoing iterative steps. These include:

- Prepare annual assessment plan for academic programs.
- Prepare annual assessment result reports for academic programs, based on student learning outcomes.
- Implement improvements based on assessment results.
- Monitor effectiveness of implemented improvements.

The AAP provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University's Academic Assessment Plan includes an ongoing combination of cognitive measures, such as course embedded assignments and portfolios and affective measures, that gather information from students, alumni, and employers. The instruments and measures are designed to provide reliable evidence to the faculty and administration to support continuous improvement of academic programs.
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**Communication Skills Inventory**

Development of communication skills is a major curricular element in the University’s education programs. Upon entrance into a program, the students self-assess their communication skills (i.e., written, oral, and group). At graduation, the student again self-assesses and a faculty member assesses the student’s communication skills. Comparison of student and faculty evaluations of the student’s communication skills and abilities improvement is provided.

**Academic Quality Management System (AQMS)**

The Academic Quality Management System (AQMS) provides University of Phoenix feedback for continuous improvement of educational and operational processes. As it consists of a group of instruments and measures designed to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services. By performing interim program diagnoses, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from the AQMS is used formatively for assessing quality and compliance.

**Composition Academic Quality Management System (AQMS)**

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting.

However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their education, where they live and work in relation to University facilities, what their employer’s opinions are of University of Phoenix programs, and whether they are satisfied with the recruitment and registration processes.

**Faculty Grading Practices**

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

**End-of-Program Survey**

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

**Longitudinal Assessments**

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower- and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students’ educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

**Additional Research Support**

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues necessary to support institutional decision making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (e.g., marketing based on geographical analysis, etc).
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University of Phoenix successfully prepares working professionals
for their next step - either up the corporate ladder or into a new
career field. And University of Phoenix’s Alumni Association is
here to support alumni on that journey and beyond.
There are more than 400,000 University of Phoenix alumni residing
in the U.S. and 31 countries. Becoming a member of the Alumni
Association is free and a great way for graduates to connect or
reconnect with fellow alumni and to take advantage of the association’s
career resources and benefits. Graduates of University of
Phoenix are encouraged to self-register to the Alumni Association
on the Web at alumni.phoenix.edu. The following career resources
and services are available on the association’s Web site at
alumni.phoenix.edu to all registered alumni:

Career Resources
- **Job Bank**: We’ve compiled a list of major U.S. job banks to make
  your job search easier.
- **Professional Associations**: We have chosen a few of the best
  professional affiliation groups to aid you in your professional
development needs.
- **Career Management**: Drake Beam Morin (DBM), the
  worldwide leader in career management and transition services,
  and University of Phoenix, have partnered to provide career
  services such as networking, job leads and career consultation.
- **Resume Guidance**: We’ll help prepare you for your job search.
  We’ve done the research for you and have compiled a list of sites
  that can assist you in writing your resume and getting it
distributed.

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.
- **Networking Tools**: Join the University of Phoenix Alumni
  Association on popular networking sites such as Facebook.com,
  LinkedIn.com, Plaxo.com and Classmates.com. As an alumni
  member you can also join the Association’s social networking
  site - Phoenix Circle.
- **Virtual Magazine (Vmag)**: The Alumni Association’s electronic
  news magazine is published monthly and helps you stay up-to-
date on news and events that are important and interesting to
  alumni. We also want to share your success. If you’ve changed
  jobs, have been promoted or have a success story to tell, share it
  with us and we’ll publish it in the Virtual Magazine.
- **Job Search**: The Alumni Association provides an online
  employment board for employers to publicize job openings.
  Alumni members have access to the online Job Search, which
  lists jobs throughout the U.S.

Get Involved
As a member of the Alumni Association, there are several ways in
which alumni can be involved with the University of Phoenix
alumni community.
- **Alumni Ambassadors**: Ambassadors are a valuable source of
  knowledge for those struggling to take the next step in their
  education. They also assist the Alumni Association in providing
  input into potential new Alumni Services as well serve as
  evaluators for the Paying It Forward scholarship program.
- **Mentor**: The mentoring program gives you the opportunity to
  provide guidance to current students attending the University of
  Phoenix. Mentoring connects students and alumni in the
  same field of study, industry or location.
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Admission Procedures

Application Process
Prospective 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. 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 formal written notice is provided by the Corporate Office of Admissions & Evaluation.

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 Admitted and Matriculated 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 withdrawn until formally admitted and matriculated by the Corporate Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted and matriculated to the degree program.

Undergraduate students who have served in the military service must submit their Army American Council on Education Registry Transcript System (AARTS) or Sailor/Marine American Council on Education Registry Transcript (SMART), Coast Guard Institute (CGI) or discharge papers (DD214) for review for potential transfer credits. This is a requirement if students will be applying for VA educational assistance.

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

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

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

Foreign Transcripts
All academic records from Albania, Algeria, Armenia, Austria, Azerbaijan, Belarus, Belgium, Benin, Bosnia-Herzegovina, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of Congo, Cote d’Ivoire, Croatia, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Estonia, Finland, France, French Guiana, French Polynesia, Gabon, Georgia, Guinea, Haiti, Hungary, Iceland, Kyrgyzstan, Lao People’s Democratic Republic, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Maldives, Mali, Mauritania, Mauritius, Republic of Moldova, Monaco, Mongolia, Morocco, New Caledonia, Niger, Norway, Poland, Romania, Russia (Russian Federation), Senegal, Serbia & Montenegro, Slovakia, Slovenia, Somalia, South Korea, Sweden, Switzerland, Togo, Tunisia, Turkmenistan, Ukraine, Uzbekistan, and Vietnam must be evaluated by an evaluation service approved by the University of Phoenix. The evaluation services follow standards approved by the National Association of Foreign Student Administrators (NAFSA). A special application form is required for the evaluation and applicants should contact the Office of Phoenix campus for the appropriate application. If the academic records are in another language, a certified English translation is required. The University will accept translations from the issuing institution or an official translation service.

An applicant relying on education completed in Albania, Algeria, Armenia, Austria, Azerbaijan, Belarus, Belgium, Benin, Bosnia-Herzegovina, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of Congo, Cote d’Ivoire, Croatia, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Estonia, Finland, France, French Guiana, French Polynesia, Gabon, Georgia, Guinea, Haiti, Hungary, Iceland, Kyrgyzstan, Lao People’s Democratic Republic, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Maldives, Mali, Mauritania, Mauritius, Republic of Moldova, Monaco, Mongolia, Morocco, New Caledonia, Niger, Norway, Poland, Romania, Russia (Russian Federation), Senegal, Serbia & Montenegro, Slovakia, Slovenia, Somalia, South Korea, Sweden, Switzerland, Togo, Tunisia, Turkmenistan, Ukraine, Uzbekistan, or Vietnam for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Corporate Office of Admissions & Evaluation and fulfilling all other admission requirements. Official documentation of the applicant’s foreign education and the official evaluation report must be submitted with the admission file.

Non–Native Speakers of English
An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation of the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.
Admission Appeal Process
Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review. It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Undergraduate Admission Requirements
Certain undergraduate programs have additional admission requirements listed after the required course of study. 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 exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.

- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies

- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.

- Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A completed and signed undergraduate application
  - A signed Enrollment/Disclosure Agreement.

Introductory Course Sequence
Introductory course students must complete GEN 200 with a passing grade. Students cannot progress to the next course unless they have completed GEN 200 and received the minimum required grade.

Students enrolling in most University bachelor degree programs with fewer than 24 transferable semester credits from regionally accredited, or approved nationally accredited, or candidate for accreditation colleges and universities must enroll in the first cluster of the Introductory Course Sequence:

GEN 200 ................................................................................... 3 credits
Foundations for General Education and Professional Success
COMM 105 .................................................................................. 3 credits
Introduction to Effective Written Communication
SOC 110 ..................................................................................... 3 credits
Teamwork, Collaboration, and Conflict Resolution
COMM 110 .............................................................................. 3 credits
Introduction to Oral Communications
(Online campus and FlexNet students only will be able to use
COMM 102)
RES 110 ....................................................................................... 3 credits
Introduction to Research and Information Utilization
GEN 200 must be taken as the first course in the student’s program of study. The remaining four courses must be taken within 12 months of enrollment.

NOTE: LPN/BSN students are exempt from the ICS sequence, however students with less than 24 credits may take one of the ICS course to satisfy program requirements as applicable.

Academic Progression
Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses to enroll in the Introductory Course Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take select courses in the business foundation. Students must have 60 credits to enroll in the major.

As an alternative, enrollment into major course work also extends to students who have completed 45 credits, of which 21 credits were earned at the University.
Math and English Prerequisites

In line with the mission of the University’s General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must satisfy prerequisites in the areas of written communication and mathematical reasoning.

Written Communication
- Earn a passing grade in COMM 215
- Achieve a passing score on the College Composition CLEP exam.
- A grade of “C-” or better in a comparable course transferred from a regionally or approved nationally, accredited institution.

Mathematical Reasoning
- Earn a passing grade in MTH 209
- Achieve a passing score on Mathematics (or higher) CLEP exam.
- A grade of “C-” or better in a comparable course transferred from a regionally or approved nationally, accredited institution.

All students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English prerequisites.

Waivers

The University defines a waiver as the substitution of a required course with a comparable transcripted upper division course. 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 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 universities 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

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 filled with GEN 101 for ICS students. ICS students will be required to complete other upper division elective or business credits in the BSB program to satisfy degree requirements. The upper division credit must be business-related for Bachelor of Science in Business students.

Integrating Component

Integrating, 3 credits
GEN 480, This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

BUS 475, The integrated business topics course examines strategic 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 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 equivalent 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. Any credit awards are limited to elective or general education requirements.

Corporate articulation provides an opportunity for students to earn up to 30 undergraduate semester credits 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 to associate or bachelor elective or general education areas within degree programs.

**Prior Learning Credit**

A maximum of 30 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. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam, American Council on Education (ACE), military and professional course work and training.

**Faculty Assessment Evaluations**

Portfolio evaluations are performed in accordance with the policies of the University, individual state regulatory requirements, the standards of the Council for Adult and Experiential Learning, and the Council for Higher Education Association.

The University maintains a centralized Prior Learning Assessment team within University Services which directs evaluations and controls for the assessment of prior learning for credit.

**Prior Learning Assessment Submission and Posting & Fees**

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment.

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.

**Transcription of Prior Learning Assessment Credits**

Credits awarded are posted to student transcripts by Prior Learning Assessment. Since these credits are a permanent part of a student’s academic record, fees are non-refundable.

**Privacy of Portfolio**

The University considers all Prior Experiential Learning course writing and Professional Training Portfolios to be confidential. For this reason, access to portfolio submissions is limited to members of the University’s assessment and administrative staff, faculty evaluators, and members of accreditation evaluating teams. However, students may sign a release form which allows the University to use portions of the portfolio material in professional training workshops for counselors and faculty members, and as classroom examples.

**Standardized Credit Recommendations**

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution’s discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program matriculation is required (all other transfer credit applied in the program) prior to portfolio submission.
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Art and Sciences is responsible for developing and offering liberal arts degree programs as well as general education courses which support the University’s undergraduate degree programs. General education course work seeks to broaden students’ outlook and to establish a strong foundation for lifelong learning. Program requirements are designed to assist students in developing communications and problem-solving skills needed for professional growth, and to strengthen students’ appreciation of the larger social, political, scientific, and aesthetic culture.

The colleges work closely with other academic departments and faculty throughout the University to design curricular offerings which reflect the unique character of University of Phoenix students and degree programs.

There are three colleges in Arts and Sciences: the College of Natural Sciences, College of Humanities, and the College of Social Sciences.

In its commitment to help adult learners achieve their professional and personal goals, the University of Phoenix recognizes the role of general education in ensuring students’ success in the classroom, the workplace, and the communities in which they live. The general education curriculum prepares students with the foundation skills and philosophical orientation necessary to succeed in their professional programs. It also ensures that students have a broad exposure to the liberal arts, and that they explore diverse content areas to add depth to their academic and professional knowledge base. This preparation includes the development of the basic techniques of intellectual inquiry and self-reflection that guide continuous growth and development of the individual throughout life. The basic tenets of liberal arts—communication, critical thinking, information utilization, collaboration, ethics and professional growth—are integrated throughout the professional curricula, e.g., through writing across the curriculum, the infusion of diversity issues, and a universal focus on critical thinking skills.

**Student Retention Process**

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

The College of Humanities provides a solid foundation in communication arts, history, philosophy, diversity, ethics and the arts. As part of a liberal arts education, students develop broad or general knowledge as well as strengthen a students' skills in analytical thinking, problem-solving, independent thinking and acceptance of new ideas, as well as other cultures and peoples. Knowledge in these areas enhances a students' understanding and appreciation of the world around them, and can be integrated across many areas throughout a student's life, as well as prepare them to make positive contributions to their community and workplace.

Bachelor of Science in Communications

The following Bachelor of Science in Communications (BS/COM) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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
Communication: 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 Marketing and Sales Communication

The concentration of Marketing and Sales Communications focuses on the science of humanistic interaction in marketing and sales. Emphasis is placed on understanding the psychology of behavior, and the impact that it has on marketing communication tools and strategies. The ethical responsibility associated with customer message management is also emphasized throughout the program.

COM 302 ~.................................................................3 credits
Marketing Communications
PSY 322 ~.................................................................3 credits
Consumer Psychology and Research
COM 339 ~.................................................................3 credits
Advertising and the Media
COM 352 ~.................................................................3 credits
Public Relations and Message Management
COM 373 ~.................................................................3 credits
Sales Communications
COM 486 ~.................................................................3 credits
Marketing and Sales Message Management

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.

CIS 205 ~.................................................................3 credits
Computers and Information Processing
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
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 for the BS/COM

High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body. GED certificate

Degree Completion Requirements for the BS/COM

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits (Required Course of Study).
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.

General Education Requirements for the BS/COM

All students must complete 54 general education credits from the following areas:

- Communication Arts, 6 credits
- Humanities, 6 credits
- Mathematics, 6 credits
- Social Sciences, 6 credits
- Science/Technology, 6 credits
- Additional Liberal Arts, 6 credits
- Interdisciplinary Component, 18 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Progression Requirements for BS/COM

- Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
- Students entering with 24 or more transferable credits enroll in GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.
- Students who have completed IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.
- 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 have completed COMM 215 or an equivalent course in order to progress to COM 100
  - Students may not waive GEN 101 or GEN 300 (GEN 200) with transfer credit.
- All undergraduate students must satisfy math and English prerequisites 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.

Residency Requirements for BS/COM

- 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 thirty (30) upper division credits at the University.
- Credits applied to the Required Course of Study will only be applied to the core and cannot count toward General Education totals.
- Students in this program may waive a maximum of twenty seven (27) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military) credit may not be used to waive with or without credit coursework except in the case of GEN 300.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years of application to the University with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 300, COM 480
THE COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including criminal justice and security, counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today's working environment.

Bachelor of Science in Psychology

The following Bachelor of Science in Psychology (BS/P) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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.

The Bachelor of Science in Psychology degree program has a 54-credit minimum course of study. These courses fulfill only part of the 120 minimum credit requirements for degree completion. Up to 66 credit units may be in lower division courses.

BSP Required Course of Study

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

- GEN 300 ................................................................. 3 credits
- Skills for Professional Development
  - PSY 300 ~ ................................................................. 3 credits
  - General Psychology
  - PSY 310 ~ ................................................................. 3 credits
- History and Systems of Psychology
  - PSY 355 ................................................................. 3 credits
  - Motivational Processes in Human Psychology
  - PSY 315 ~ ................................................................. 3 credits
- Statistical Reasoning in Psychology
  - PSY 340 ~ ................................................................. 3 credits
- Biological Foundations of Psychology
  - PSY 360 ~ ................................................................. 3 credits
- Cognitive Psychology
  - PSY 375 ~ ................................................................. 3 credits
  - Life Span Human Development
  - PSY 390 ~ ................................................................. 3 credits
  - Learning and Cognition
  - PSY 400 ~ ................................................................. 3 credits
  - Social Psychology
  - PSY 405 ~ ................................................................. 3 credits
  - Theories of Personality
  - PSY 410 ~ ................................................................. 3 credits
  - Abnormal Psychology
  - PSY 435 ~ ................................................................. 3 credits
  - Industrial/Organizational Psychology
  - PSY 450 ~ ................................................................. 3 credits
  - Diversity and Cultural Factors in Psychology
  - PSY 460 ~ ................................................................. 3 credits
  - Environmental Psychology
  - PSY 475 ~ ................................................................. 3 credits
  - Psychological Tests and Measurements
  - PSY 480 ~ ................................................................. 3 credits
  - Elements of Clinical Psychology
  - PSY 490 ~ ................................................................. 3 credits
  - Capstone Course in Psychology

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

Additional Admission Requirements for the BS/P

High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate Degree Completion Requirements for BS/P

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 51 upper division credits (Required Course of Study).
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.

General Studies Requirements for the BS/P

All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

- Communication Arts Requirement(s) 6 credits
- Humanities Requirement(s) 6 credits
- Mathematics Requirement(s) 6 credits
- Science & Technology Requirement(s) 6 credits
- Social Science Requirement(s) 6 credits
- Interdisciplinary Requirement(s) 18 credits
- Additional Liberal Arts Requirement(s) 6 credits
The course must have been completed and transcripted from a Residency Requirements for BS/P
residency course which meets the following criteria:
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 300, PSY 490

Students may waive, with or without credit, courses in the Required Course of Study, but must substitute other upper division behavioral science related coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or gen ed coursework, may not be used to replace coursework waived, with or without credit.)

**The Bachelor of Science in Human Services**

The following Bachelor of Science in Human Services (BSHS) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Human Services (BSHS) provides students the opportunity to learn the skills, knowledge, and attitudes of a professional human service worker. Through course work, students learn about human development, problems in human functioning, programs for helping people with their problems, advocacy and influencing public policy, and crisis intervention. In field experience, students learn how to apply what they have learned to manage cases, organize helping services and programs, assess need, and provide help.

**Required Course of Study for the BSHS**

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

**BSHS 301 ~ Introduction to Human Services**

- Professional, Ethical, and Legal Issues in Human Services
- Communication Skills for the Human Services Professional
- Models of Effective Helping

**Field Experience, Part I**

- Technology in Human Services
- Research and Statistics for the Social Sciences
- Lifelong Learning and Professional Development

**Field Experience, Part II**

- Child Development
- Adult and Family Development
- Case Management
University of Phoenix, 2009-2010

BSHS 421 ~ ................................................................. 3 credits
Cultural Diversity and Special Populations
BSHS 431 ~ ................................................................. 3 credits
Dependency and Addictions
BSHS 441 ~ ................................................................. 3 credits
Advocacy and Mediation
BSHS 451 ~ ................................................................. 3 credits
Program Design and Proposal Writing
BSHS 461 ~ ................................................................. 3 credits
Building Community in Organizations
BSHS 471 ~ ................................................................. 3 credits
Mental Health and Crisis Intervention Practices
BSHS 481 ~ ................................................................. 3 credits
Working with Groups
BSHS 491 ~ ................................................................. 3 credits
Field Experience, Part III
GEN 480 ~ ................................................................. 3 credits
Interdisciplinary Capstone Course

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

Additional Admission Requirements for the BSHS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate. Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSHS

All students must complete 48 general education credits from the following areas:

- Communication Arts, 6 credits minimum
- Mathematics, 6 credits minimum
- Science and Technology, 6 credits minimum (must include at least three credits in physical or biological sciences)
- Humanities, 6 credits minimum
- Social Science, 6 credits minimum
- Additional Liberal Arts, 3 credits minimum
- Interdisciplinary Requirements, 15 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Progression Requirements for the BSHS

- Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
- Students entering with 24 or more transferable credits will enroll in the first course as outlined in the Required Course of Study for this program.
- Students who have completed GEN 300 must complete the BSHS Orientation to satisfy the BSHS Introduction to Human Services course requirement.
- Students who have completed GEN 101 must complete the BSHS Orientation to satisfy the BSHS Introduction to Human Services course requirement. Students who use this equivalency option must replace the upper division credits in order to meet the total upper division credit requirement for degree completion.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSHS

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 upper division credits at the University.

Students in this program may waive, and or be exempted from, a maximum of thirty three (33) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive or exempt coursework except in the case of GEN 300 exemptions).

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course, which meets the following criteria:

- The course must have been completed and-transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years of application to the University with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and-transcribed from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: BSHS 301, BSHS 341, BSHS 411, BSHS 491, GEN 480

Students may be exempted from courses in the required course of study, but must substitute any other upper division coursework to satisfy the required course of study (upper division replacement coursework may come from University of Phoenix or other Regionally or approved Nationally Accredited Institutions, but Prior Learning Assessment and National testing may not be used).
The Bachelor of Science in Human Services/Management

The following Bachelor of Science in Human Services (BSHS/M) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Human Services/Management program prepares graduates by giving them knowledge and basic administration skills to work in the human services industry. The Bachelor of Science in Human Services/Management is an integrated program combining academic instruction in the foundations of human services with the management skills of planning, organizing leading, assessing, and evaluating. BSHS/M students prepare for careers in management in the growing field of human services. This program is designed to be an applied degree that includes teaching in the human services setting and techniques of good management practices. Graduates will be prepared to use sound management practices in a variety of human services settings. This undergraduate degree program has a 60-credit major course of study. In addition, students must satisfy general education and elective requirements to meet the 120-credit minimum required for completion of the degree.

Required Course of Study for the BSHS/M

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

BSHS 302 ~ 3 credits
Introduction to Human Services

BSHS 322 ~ 3 credits
Communication Skills for the Human Services Professional

MGT 331 ~ 3 credits
Organizational Behavior

BSHS 312 ~ 3 credits
Models of Effective Helping

MGT 330 ~ 3 credits
Management: Theory, Practice, Application

BSHS 342 ~ 3 credits
Human Lifespan Development

MGT 350 ~ 3 credits
Critical Thinking: Strategies in Decision Making

BSHS 402 ~ 3 credits
Case Management

BSHS 332 ~ 3 credits
Professional, Ethical, and Legal Issues in Human Services

MGT 449 ~ 3 credits
Quality Management and Productivity

FIN 324 ~ 3 credits
Financial Analysis for Managers I

BSHS 442 ~ 3 credits
Advocacy and Mediation

PSY 428 ~ 3 credits
Organizational Psychology

BSHS 352 ~ 3 credits
Technology in Human Services

BSHS 422 ~ 3 credits
Cultural Diversity and Special Populations

BSHS 382 ~ 3 credits
Research and Statistics

BSHS 462 ~ 3 credits
Building Community in Organizations

MKT 421 ~ 3 credits
Marketing

BSHS 452 ~ 3 credits
Program Design and Proposal Writing

GEN 480 ~ 3 credits
Interdisciplinary Capstone Course

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

Additional Admission Requirements of the BSHS/M

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body. GED certificate Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSHS/M

All students must complete 48 general education credits from the following areas:

- Communication Arts, 6 credits minimum
- Mathematics, 6 credits minimum
- Science and Technology, 6 credits minimum (must include at least three credits in physical or biological sciences)
- Humanities, 6 credits minimum
- Social Science, 6 credits minimum
- Additional Liberal Arts, 3 credits minimum
- Interdisciplinary Requirements, 15 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Degree Requirements for the BSHS/M

The degree requirements for this program are the following:

Completion of a minimum of 120 credits that include the following distribution:

• A minimum of 60 upper division credits (required course of study).
• A maximum of 60 lower division credits.
• A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
• A minimum program grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their degree program.

Progression Requirements for the BSHS/M

• Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
• Students entering with 24 or more transferable credits will enroll in the first course as outlined in the Required Course of Study for this program.
• Students who have completed GEN 300 must complete the BSHS Orientation to satisfy the BSHS Introduction to Human Services course requirement.
Students who have completed GEN 101 must complete the BSHS Orientation to satisfy the BSHS Introduction to Human Services course requirement. Students who use this equivalency option must replace the upper division credits in order to meet the total upper division credit requirement for degree completion.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSHS/M
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, UOPX requires completion of a minimum of 30 upper division credits at the University. Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework, except in the case of GEN 300).

Students may waive courses in the required course of study, but must substitute any other upper division coursework to satisfy the required course of study (upper division replacement coursework may come from University of Phoenix or other Regionally or approved Nationally Accredited Institutions, but Prior Learning Assessment and National testing may not be used).

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited institution or candidate for accreditation, college or university.
- The course must have been completed within the past ten years of application to the University with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived. BSHS 302, GEN 480

The Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice (BSCJA) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Criminal Justice Administration provides students interested in policing, criminal law, or corrections with an interdisciplinary study of crime and justice in American society. The program’s inclusion of interpersonal skills and managerial and administrative subject matter prepares students for positions of responsibility and leadership within the criminal justice community and related professions.

Students enrolled in the Criminal Justice Administration program will examine the criminal justice process and its key components, while at the same time learn the skills needed for effective interpersonal communication, administrative decision-making and personnel management. Contemporary issues such as human relations and social conflict, professionalism and ethics, and the injection of technology into crime and its detection are also addressed.

The Criminal Justice Administration curriculum will appeal to student professionals who are currently employed and seeking advancement within the criminal justice community, or to working adults pursuing a new career in a criminal justice-related field. Graduates of the program may find employment opportunities within public and private policing agencies, corrections, the court system, social services, and in corporate security.

Required Course of Study for the BSCJA
Courses requiring prerequisites are identified by a ~ symbol following the course number.

GEN 300 ................................................................................... 3 credits
General Studies
CJA 303 ~ ................................................................................. 3 credits
Foundations of Criminal Justice
CJA 313 ~ ................................................................................. 3 credits
Contemporary Issues in Criminal Justice
CJA 323 ~ ................................................................................. 3 credits
Criminology
CJA 333 ~ ................................................................................. 3 credits
Policing Theory and Practice
CJA 343 ~ ................................................................................. 3 credits
Criminal Law
CJA 353 ~ ................................................................................. 3 credits
Criminal Procedure
CJA 363 ~ ................................................................................. 3 credits
Interpersonal Communication
CJA 373 ~ ................................................................................. 3 credits
Criminal Court Systems
CJA 383 ~ Institutional and Community Corrections ................................................. 3 credits
CJA 393 ~ Criminal Organizations ......................................................................... 3 credits
CJA 403 ~ Juvenile Justice Systems and Processes .................................................. 3 credits
CJA 413 ~ Ethics in Criminal Justice ....................................................................... 3 credits
CJA 423 ~ Cultural Diversity in Criminal Justice .................................................... 3 credits
CJA 433 ~ Research Methods in Criminal Justice ................................................... 3 credits
CJA 443 ~ Organizational Behavior and Management ............................................ 3 credits
CJA 453 ~ Criminal Justice Administration ............................................................ 3 credits
CJA 463 ~ Criminal Justice Policy Analysis ............................................................ 3 credits
CJA 473 ~ Managing Criminal Justice Personnel ................................................... 3 credits
CJA 483 ~ Futures of Criminal Justice ................................................................... 3 credits
GEN 480 ~ Interdisciplinary Capstone Course ....................................................... 3 credits

The University reserves the right to make changes in curriculum, major requirements, and courses at any time in order for the Office of Admissions and Evaluation to review the course waiver request.

Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).

Students entering with 24 or more transferable credits enroll in GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.

Students who have completed IT 101, IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSCJA
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 upper division credits at the University.

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

Additional Admission Requirements for the BSCJA
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSCJA
All students must complete 48 general education credits from the following areas:
Communication Arts, 6 credits minimum
Mathematics, 6 credits minimum
Science and Technology, 6 credits minimum (must include at least three credits in physical or biological sciences)
Humanities, 6 credits minimum
Social Science, 6 credits minimum
Additional Liberal Arts, 3 credits minimum
Interdisciplinary Requirements, 15 credits
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Degree Requirements for the BSCJA
The degree requirements for this program are the following:
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 57 upper division credits (Required Course of Study).
  • A minimum of 48 credits of the 120 credits must be in the general education areas approved by the University. (Six credits of the Required Course of Study [GEN 300 and GEN 480] are also classified as general education credits bringing the actual total to 54 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.

Progression Requirements for the BSCJA
• Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
• Students entering with 24 or more transferable credits enroll in GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.
• Students who have completed IT 101, IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSCJA
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 upper division credits at the University.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years of application to the University with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.
The following courses in the required course of study may not be waived: GEN 300, CJA 483, GEN 480

THE COLLEGE OF NATURAL SCIENCES

The foundation of today’s technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem solving skills that form the basis for lifelong learning.

The College of Natural Sciences offers a variety of courses in natural, environmental, and life sciences as well as programs in health administration, environmental sciences, and biology.

Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The BSHA Program is designed to integrate a foundation of general education and applied sciences with the expertise that prepares the graduate for professional careers in a variety of health care or related health settings. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to health care services such as management, finance and accounting, legal and ethical parameters, health and disease factors, and human and information resources. In addition, majors provide the student with initial educational preparation for careers in long term care and health information systems.

Required Course of Study for the BSHA

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

GEN 300 ................................................................. 3 credits
Skills for Professional Development

To enroll in the following courses the student must have earned 24 credits and completed the mathematics, English and critical thinking proficiencies.

MGT 331~ .......................................................... 3 credits
Organizational Behavior

HCS 438 ~ .......................................................... 3 credits
Statistical Applications

HCS 310 ~ .......................................................... 3 credits
Health Care Delivery in the US

HCS 320 ~ .......................................................... 3 credits
Health Care Communication Strategies

HCS 330 ~ .......................................................... 3 credits
Introduction to Health and Disease Trends

To enroll in the following BSHA courses the student must have a minimum of 60 credits. As an alternative, enrollment into this course work also extends to students who have completed 45 credits of which 21 credits were earned at the University.

HCS 413 ~ .......................................................... 3 credits
Health Care Management Strategies

HCS 427 ~ .......................................................... 3 credits
Human Resources Principles and Practices in Health Care

HCS 435 ~ .......................................................... 3 credits
Ethics: Health Care and Social Responsibility

HCS 430 ~ .......................................................... 3 credits
Legal Issues in Health Care: Regulation and Compliance

HCS 451 ~ .......................................................... 3 credits
Health Care Quality Management and Outcome Analysis

HCS 475 ~ .......................................................... 3 credits
Health Care Financial Accounting

HCS 440 ~ .......................................................... 3 credits
Economics: The Financing of Health Care

HCS 483 ~ .......................................................... 3 credits
Health Care Information Systems

HCS 490 .............................................................. 3 credits
Health Care Consumer - Trends and Marketing

HCS 475 ~ .......................................................... 3 credits
Leadership and Performance Development

HCS 455 ~ .......................................................... 3 credits
Health Care Policy: The Past and the Future

HCS 446 ~ .......................................................... 3 credits
Facility Planning

HCS 449 ~ .......................................................... 3 credits
Health Administration Capstone

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of “P” is earned must be repeated.

Additional Admission Requirements for the BSHA

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSHA

All students must complete 51 general education credits from the following areas:

Communication Arts, 6 credits minimum
Mathematics, 6 credits minimum
Science and Technology, 6 credits minimum (must include at least three credits in physical or biological sciences)
Humanities, 6 credits minimum
Social Science, 6 credits minimum
Additional Liberal Arts, 3 credits minimum
Interdisciplinary Requirements, 18 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Progression Requirements for the BSHA

- Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
- Students entering with 24 or more transferable credits enroll in GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.
- Students who have completed IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Degree Requirements for the BSHA

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following course sequence:
- A minimum of 57 upper division credits (required course of study).
- A minimum of 51 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.

Residency Requirements for the BSHA

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 upper division credits at the University. Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework except in the case of GEN 300).

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 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.

In order to be granted a waiver, without credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following in the required course of study may not be waived: GEN 300, HCS 449

Bachelor of Science in Health Administration/Health Information Systems

The following Bachelor of Science in Health Administration/Health Information Systems (BSHA/HIS) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The BSHA Program is designed to integrate a foundation of general education and applied sciences with the expertise that prepares the graduate for professional careers in a variety of health care or related health settings. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to health care services such as management, finance and accounting, legal and ethical parameters, health and disease factors, and human and information resources. In addition, majors provide the student with initial educational preparation for careers in long term care and health information systems.

Required Course of Study for the BSHA/HIS

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

GEN 300.................................................................................................3 credits
Skills for Professional Development
MGT 331 ~................................................................................3 credits
Organizational Behavior
HCS 438 ~....................................................................................3 credits
Statistical Applications
HCS 310 ~....................................................................................3 credits
Health Care Delivery in the US
HCS 320 ~....................................................................................3 credits
Health Care Communication Strategies
HCS 330 ~....................................................................................3 credits
Introduction to Health and Disease Trends
To enroll in the following BSHA courses, the student must have a minimum of 60 credits. As an alternative, enrollment into this course work also extends to students who have completed 45 credits of which 21 credits were earned at the University.

HCS 413 - Health Care Management Strategies 3 credits
HCS 427 - Human Resources Principles and Practices in Health Care 3 credits
HCS 430 - Legal Issues in Health Care: Regulation and Compliance 3 credits
HCS 451 - Health Care Quality Management and Outcome Analysis 3 credits
HCS 405 - Health Care Financial Accounting 3 credits
HCS 440 - Economics: The Financing of Health Care 3 credits
HCS 483 - Health Care Information Systems 3 credits
HCS 490 - Health Care Consumer - Trends and Marketing 3 credits
CMGT 410 - Project Planning and Implementation 3 credits
DBM 381 - Database Concepts 3 credits
NTC 361 - Network and Telecommunications Concepts 3 credits
BSA 376 - Systems Analysis and Design 3 credits
CMGT 442 - Information Systems Risk Management 3 credits
HCS 449 - Health Administration Capstone 3 credits

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of “F” is earned must be repeated.

**Additional Admission Requirements for the BSHA/HIS**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate
- Applicants must be currently employed or have access to a work environment.

**Progression Requirements for the BSHA/HIS**

- Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
- For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.
- Students who have completed IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

**General Education Requirements for the BSHA/HIS**

All students must complete 51 general education credits from the following areas:
- Communication Arts, 6 credits minimum
- Mathematics, 6 credits minimum
- Science and Technology, 6 credits minimum (must include at least three credits in physical or biological sciences)
- Humanities, 6 credits minimum
- Social Science, 6 credits minimum
- Additional Liberal Arts, 3 credits minimum
- Interdisciplinary Requirements, 18 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Degree Requirements for the BSHA/HIS**

The degree requirements for this program are the following:
- Completion of a minimum of 120 credits that include the following distribution:
- A minimum of 57 upper division credits (required course of study).
- A minimum of 51 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.

**Residency Requirements for the BSHA/HIS**

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 upper division credits at the University.

Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited, transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework except in the case of GEN 300).

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years of application to the University with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.

• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.

• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 300, HCS 449

Bachelor of Science in Health Administration/Long Term Care

The following Bachelor of Science in Health Administration/Long Term Care (BSHA/LTC) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Health Administration/Long Term Care (BSHA/LTC) Degree Program is designed to integrate a foundation of general education and applied sciences with the expertise that prepares graduates for management positions in long-term care facilities. The BSHA/LTC addresses the basic body of knowledge, understanding and skills identified as relevant to health care services. The program delves into such topics as structure and positioning of health organizations; financial management under alternative financing mechanisms; leadership; interpersonal and communication skills in diverse organizational environments; managing and using business and health information in decision making; statistical, quantitative, and economic analysis; law and ethics; health policy utilization; health status of populations; health systems in diverse communities; and outcomes measurement and related methods for process improvement in health organizations. This 60-credit major fulfills only part of the 120-minimum credit requirement for degree completion.

Required Course of Study for the BSHA/LTC

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

GEN 300 ................................................................. 3 credits
Skills for Professional Development
MGT 331 ............................................................. 3 credits
Organizational Behavior
HCS 438 ............................................................. 3 credits
Statistical Applications
HCS 310 ............................................................. 3 credits
Health Care Delivery in the US
HCS 320 ............................................................. 3 credits
Health Care Communication Strategies
HCS 330 ............................................................. 3 credits
Introduction to Health and Disease Trends

To enroll in the following BSHA courses, the student must have a minimum of 60 credits. As an alternative, enrollment into this course work also extends to students who have completed 45 credits of which 21 credits were earned at the University.

HCS 413 ............................................................. 3 credits
Health Care Management Strategies
HCS 427 ............................................................. 3 credits
Human Resources Principles and Practices in Health Care
HCS 435 ............................................................. 3 credits
Ethics: Health Care and Social Responsibility
HCS 430 ............................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 437 ............................................................. 3 credits
Health Care Quality Management and Outcome Analysis
HCS 457 ............................................................. 3 credits
Public and Community Health
HCS 430 ............................................................. 3 credits
Health Care Financial Accounting
HCS 440 ............................................................. 3 credits
Economics: The Financing of Health Care
HCS 483 ............................................................. 3 credits
Health Care Information Systems
HCS 490 ............................................................. 3 credits
Health Care Consumer - Trends and Marketing
HCS 433 ............................................................. 3 credits
Dimensions of Health and the Older Adult
HCS 437 ............................................................. 3 credits
Long-term Care Administration
HCS 446 ............................................................. 3 credits
Facility Planning
HCS 449 ............................................................. 3 credits
Health Administration Capstone

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of “F” is earned must be repeated.

Additional Admission Requirements for the BSHA/LTC

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSHA

All students must complete 51 general education credits from the following areas:

Communication Arts, 6 credits minimum
Mathematics, 6 credits minimum
Science and Technology, 6 credits minimum (must include at least three credits in physical or biological sciences)
Humanities, 6 credits minimum
Social Science, 6 credits minimum
Additional Liberal Arts, 3 credits minimum
Interdisciplinary Requirements, 18 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.
Progression Requirements for the BSHA/LTC

• Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
• Students entering with 24 or more transferable credits enroll in GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.
• Students who have completed IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Degree Requirements for the BSHA/LTC
The degree requirements for this program are the following:
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 57 upper division credits (required course of study).
  • A minimum of 51 credits of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits required by their degree program.

Residency Requirements for the BSHA/LTC
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 upper division credits at the University.
Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework except in the case of GEN 300).
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.
The following courses in the required course of study may not be waived: GEN 300, HCS 449
Undergraduate Business and Management works closely with other academic colleges to provide and administer academic courses in other business-related fields. In cooperation with the College of Information Systems and Technology (IS&T), the College of Undergraduate Business and Management provides select IS&T courses in the e-Business and Information Systems major. The college also works cooperatively with the College of Arts and Sciences to give breadth to the undergraduate learning experience through the integration of general education and professional course work.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

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

**BSB Program Requirements**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>GEN 300</td>
<td>Skills for Professional Development</td>
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<td>ECO 212</td>
<td>Principles of Economics</td>
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<td>BIS 219</td>
<td>Business Information Systems</td>
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<td>MGT 216</td>
<td>Organizational Ethics and Social Responsibility</td>
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<td>ACC 280</td>
<td>Principles of Accounting</td>
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<td>COM 285</td>
<td>Business Communications</td>
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<td>MGT 330</td>
<td>Management Theory, Practice, and Application</td>
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<td>MGT 307</td>
<td>Organizational Behavior and Group Dynamics</td>
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<td>MGT 350</td>
<td>Critical Thinking: Strategies in Decision Making</td>
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<td>RES 341</td>
<td>Research and Evaluation I</td>
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**Concentration in Accounting**

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<td>ACC 349</td>
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<td>ACC 421</td>
<td>Cost Accounting</td>
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<td>ACC 422</td>
<td>Intermediate Financial Accounting I</td>
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<tr>
<td>ECO 415</td>
<td>Applied Economics in Business</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 305</td>
<td>Systems Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 488</td>
<td>Strategic Business Management and Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration in Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 437</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ACC 400</td>
<td>Accounting for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>FIN 419</td>
<td>Finance for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ECO 415</td>
<td>Applied Economics in Business</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 305</td>
<td>Systems Operations Management</td>
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</tr>
<tr>
<td>MGT 488</td>
<td>Strategic Business Management and Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration in Communications**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 310</td>
<td>Communications Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 405</td>
<td>Communications Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 475</td>
<td>Strategic Business Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the Communications Concentration must choose 9 total credits from the following COM electives:
COM 330 ~ ................................................................. 3 credits
Small Groups and Team Communication
COM 340 ~ ................................................................. 3 credits
Mass Communication
COM 350 ~ ................................................................. 3 credits
Organizational Communication
COM 360 ~ ................................................................. 3 credits
Intercultural Communication
COM 400 ~ ................................................................. 3 credits
Media and Society
COM 470 ~ ................................................................. 3 credits
Mediation & Conflict Resolution
BCOM 426 ~ ............................................................. 3 credits
Media and Advertising
MKT 438 ~ ................................................................. 3 credits
Public Relations

**Concentration in E-Business**

EBUS 400 ~ ............................................................... 3 credits
E-Business
EBUS 410 ~ ............................................................... 3 credits
E-Business Management I
EBUS 420 ~ ............................................................... 3 credits
E-Business Management II

*Students in the E-Business Concentration must choose 9 total credits from the following EBUS electives:*  
BIS 375 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments
BRM 440 ~ ............................................................... 3 credits
Online Retailing
MKT 455 ~ ............................................................... 3 credits
Internet Marketing
MGT 437 ~ ............................................................... 3 credits
Project Management
EBUS 405 ~ ............................................................. 3 credits
E-Business Technologies
EBUS 430 ~ ............................................................. 3 credits
E-Business Cases

**Concentration in Finance**

FIN 366 ~ ................................................................. 3 credits
Financial Institutions
FIN 415 ~ ................................................................. 3 credits
Corporate Risk Management
FIN 419 ~ ................................................................. 3 credits
Finance for Decision Making
FIN 486 ~ ................................................................. 3 credits
Strategic Financial Management

*Students in the Finance Concentration must choose 6 total credits from the following FIN electives:*  
FIN 375 ~ ................................................................. 3 credits
Financial Management in the Small Business
FIN 380 ~ ................................................................. 3 credits
Financial Management of Non-Profit Organizations
FIN 385 ~ ................................................................. 3 credits
Government Finance
FIN 402 ~ ................................................................. 3 credits
Investment Fundamentals & Portfolio Management
FIN 403 ~ ................................................................. 3 credits
Global Finance
FIN 410 ~ ................................................................. 3 credits
Working Capital Management
FIN 420 ~ ................................................................. 3 credits
Personal Financial Planning
FIN 444 ~ ................................................................. 3 credits
Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ~ ................................................................. 3 credits
Real Estate Investment

**Concentration in Global Business Management**

GBM 380 ~ ............................................................. 3 credits
Global Business
GBM 381 ~ ............................................................. 3 credits
International Trade
GBM 489 ~ ............................................................. 3 credits
Strategic Topics in Global Business Management

*Students in the Global Business Management Concentration must choose 9 total credits from the following GBM electives:*  
MKT 450 ~ ............................................................. 3 credits
International Marketing
FIN 403 ~ ............................................................. 3 credits
Global Finance
HRM 350 ~ ............................................................. 3 credits
International Human Resource Management
ISCOM 383 ~ ......................................................... 3 credits
Global Value Chain Management
OL 312 ~ ................................................................. 3 credits
Global Innovation
GBM 376 ~ ............................................................. 3 credits
Geopolitical Issues in Global Business
BUS 430 ~ ............................................................. 3 credits
International Business Law

**Concentration in Hospitality Management**

HM 370 ~ ................................................................. 3 credits
Hospitality Management
HRM 300 ~ ............................................................. 3 credits
Fundamentals of Human Resource Management
HM 475 ~ ............................................................. 3 credits
Hospitality Decision Analysis

*Students in the Hospitality Management Concentration must choose 9 total credits from the following HM electives:*  
MGT 371 ~ ................................................................. 3 credits
Lodging Management
MGT 372 ~ ............................................................. 3 credits
Food and Beverage Management
MGT 373 ~ ............................................................. 3 credits
Events and Recreation Management
MGT 374 ~ ............................................................. 3 credits
Facilities Management
BIS 303 ~ ................................................................. 3 credits
Managing Information Technology in the Hospitality Industry
Management

Concentration in Information Systems

MGT 314 ~ ................................................................. 3 credits
Hospitality Entrepreneurship
BUS 411 ~ ................................................................. 3 credits
The Legal Environment of Hospitality Management
HM 486 ~ ................................................................. 3 credits
Trends and Emerging Issues in Hospitality
HRM 457 ~ ................................................................. 3 credits
Advanced Topics in Human Resource Management for Hospitality
MKT 444 ~ ................................................................. 3 credits
Hospitality Marketing
MGT 455 ~ ................................................................. 3 credits
Risk Management in the Hospitality Industry

Concentration in Information Systems

BIS 303 ~ ................................................................. 3 credits
Managing Information Systems in the Hospitality Industry
BIS 318 ~ ................................................................. 3 credits
Technology in Retail Management
ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I
BIS 375 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments

Students in the Information Systems Concentration must choose 6 total credits from the following IS electives:

BSA 375 ~ ................................................................. 3 credits
Fundamentals of Business Systems Development
NTC 360 ~ ................................................................. 3 credits
Network and Telecommunication Concepts
MGT 437 ~ ................................................................. 3 credits
Project Management
EBUS 405 ~ ................................................................. 3 credits
E-Business Technologies

Concentration in Integrated Supply Chain and Operations Management

ISCOM 305 ~ ................................................................. 3 credits
Systems Operations Management
ISCOM 424 ~ ................................................................. 3 credits
End-to-End Supply Chain Management
ISCOM 476 ~ ................................................................. 3 credits
Integrated Supply Chain Applications

Students in the Integrated Supply Chain and Operations Management Concentration must choose 9 total credits from the following ISCOM electives:

ISCOM 386 ~ ................................................................. 3 credits
Service Operations Management
ISCOM 387 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments
ISCOM 388 ~ ................................................................. 3 credits
Integrated Logistics Management
ISCOM 389 ~ ................................................................. 3 credits
Supply Chain Manufacturing and Marketing
ISCOM 390 ~ ................................................................. 3 credits
Managing Quality in the Supply Chain
ISCOM 391 ~ ................................................................. 3 credits
Lean Enterprise
ISCOM 392 ~ ................................................................. 3 credits
Business Law in Supply Chain Management
ISCOM 393 ~ ................................................................. 3 credits
Global Value Chain Management

Concentration in Marketing

MKT 438 ~ ................................................................. 3 credits
Public Relations
MKT 441 ~ ................................................................. 3 credits
Marketing Research
MKT 498 ~ ................................................................. 3 credits
Integrated Marketing Strategies

Students in the Marketing Concentration must choose 9 total credits from the following MKT electives:

BCOM 426 ~ ................................................................. 3 credits
Media and Advertising
MKT 411 ~ ................................................................. 3 credits
Green Marketing
MKT 431 ~ ................................................................. 3 credits
Small Business Marketing
MKT 435 ~ ................................................................. 3 credits
Consumer Behavior
MKT 445 ~ ................................................................. 3 credits
Sales Tools and Strategies
MKT 447 ~ ................................................................. 3 credits
Advertising and Creative Strategy
MKT 450 ~ ................................................................. 3 credits
International Marketing
MKT 453 ~ ................................................................. 3 credits
Product Development
MKT 455 ~ ................................................................. 3 credits
Internet Marketing

Concentration in Organizational Innovation

OI 361 ~ ................................................................. 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
OI 363 ~ ................................................................. 3 credits
The Innovative Organization
OI 365 ~ ................................................................. 3 credits
Knowledge Management and Intellectual Capital
OI 466 ~ ................................................................. 3 credits
Organizational Innovation Integrated Project

Students in the Organizational Innovation Concentration must choose 6 total credits from the following OI electives:

OI 362 ~ ................................................................. 3 credits
Business Management and the Principles of Design
Students in the Management Concentration must choose 3 total credits from the following MGT electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 308</td>
<td>Managing Diversity</td>
<td>3</td>
</tr>
<tr>
<td>MGT 309</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>MGT 317</td>
<td>Critical Skills in Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the Retail Management Concentration must choose 9 total credits from the following RM electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRM 451</td>
<td>Strategic Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>BIS 318</td>
<td>Technology in Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 354</td>
<td>Retail Operations: Supply Management</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 355</td>
<td>Retail Operations: Technology and Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGT 387</td>
<td>Retail Management for Small Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 418</td>
<td>Retail Pricing Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MGT 425</td>
<td>Employment Law in Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 435</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 438</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>BRM 440</td>
<td>Retail Management for Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 452</td>
<td>Retail Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 455</td>
<td>Internet Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the Human Resource Management Concentration must choose 3 total credits from the following HRM electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 300</td>
<td>Fundamentals of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 434</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>HRM 498</td>
<td>Strategic Human Resource Management and Emerging Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the Public Administration Concentration must choose 6 total credits from the following PA electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPA 301</td>
<td>Foundations of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>BPA 302</td>
<td>Politics and Citizenship: The Public Policy Environment</td>
<td>3</td>
</tr>
<tr>
<td>BPA 303</td>
<td>Public Programs: Implementation and Evaluation in a Dynamic Environment</td>
<td>3</td>
</tr>
<tr>
<td>BPA 406</td>
<td>The Public Leader: Integration and Application</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the Retail Personnel Management Concentration must choose 3 total credits from the following RM electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRM 353</td>
<td>Product and Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 356</td>
<td>Retail Personnel Management</td>
<td>3</td>
</tr>
</tbody>
</table>
HRM 445 ................................................................. 3 credits
Legal Environment of Human Resource Management

Concentration in Green & Sustainable Enterprise Management
BUS 304 ........................................................................ 3 credits
Survey of Green and Sustainable Business
MGT 360 ........................................................................ 3 credits
Green and Sustainable Enterprise Management
BUS 372 ........................................................................ 3 credits
Business Sustainability Standards
MGT 470 ........................................................................ 3 credits
Sustainable Enterprise Planning

Students in the Green & Sustainable Enterprise Management Concentration must choose 6 total credits from the following SEM electives:
BUS 327 ........................................................................ 3 credits
The Sustainable Organization
BUS 360 ........................................................................ 3 credits
Corporate and Social Responsibility
ECO 370 ........................................................................ 3 credits
Environmental Economics
HRM 360 ........................................................................ 3 credits
Sustainable Human Resource Practices
MGT 380 ........................................................................ 3 credits
Organizational Change Management
MGT 403 ........................................................................ 3 credits
Environmental Management Systems
MKT 411 ........................................................................ 3 credits
Green Marketing

Concentration in Small Business Management & Entrepreneurship
MGT 300 ........................................................................ 3 credits
Survey of Small Business Management and Entrepreneurship
MGT 401 ........................................................................ 3 credits
The Small Business: Structure, Planning and Funding
MGT 418 ........................................................................ 3 credits
Evaluating New Business Opportunities
MGT 465 ........................................................................ 3 credits
Small Business and Entrepreneurial Planning

Students in the Small Business Management Concentration must choose 6 total credits from the following SBE electives:
LDR 301 ........................................................................ 3 credits
Small Business Leadership
MGT 306 ........................................................................ 3 credits
Family Business Management
FIN 375 ........................................................................ 3 credits
Financial Management in the Small Business
MKT 431 ........................................................................ 3 credits
Small Business Marketing
BUS 401 ........................................................................ 3 credits
Business Law for Entrepreneurs
ISCOM 422 ...................................................................... 3 credits
Operations Management for Small Business

The University reserves the right to modify the required course of study as necessary. 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 by an acceptable accrediting body. GED certificate Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB
The degree requirements for this program are the following:
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits
  - A minimum of 54 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- The diploma for the Bachelor of Science in Business program will not reflect the concentration. Concentrations are reflected on the transcript only.

General Education Requirements for the BSB
All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

Communication Arts Requirement(s) 6 credits minimum
Humanities Requirement(s) 6 credits minimum
Mathematics Requirement(s) 6 credits minimum.
Science & Technology Requirement(s) 6 credits minimum
Social Science Requirement(s) 6 credits minimum
Interdisciplinary Requirement(s) 18 credits minimum

Additional Liberal Arts Requirement(s) 6 credits minimum

Progression Requirements for the BSB
- Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
- Students entering with 24 or more transferable credits enroll in GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.
- Students who have completed IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSB

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 UOPX.

Students in this program may waive a maximum of fifteen (15) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework in the required course of study.)

In order to be granted a waiver with credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a grade of "C" (2.0) 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.

In order to be granted a waiver without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 300, MGT 350, BUS 475, MGT 465, HRM 498, MGT 470, FIN 486, HM 475, ISCOM/476, MKT 498, OL 476, MGT 498, BCOM 475, BRM 451, BPA 406, GBM 489, MGT 488

Bachelor of Science in Management

The following Bachelor of Science in Management (BS/M) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The University of Phoenix Bachelor of Science in Management program is designed to develop professional knowledge and skills of general managers in their organization or professional industry for improving organizational effectiveness. The curriculum is built upon a social science foundation of attaining performance excellence achieved through dynamic and evolving workplace managerial skills.

The program enhances the foundation through a learning-centered and participative educational set of courses. This is accomplished with behavioral objectives that concentrate on the development of general management roles to align resources, and to improve communication, productivity, and effectiveness. Managers become prepared to apply professional skills and knowledge to focus on the future, manage innovation, and make decisions based on facts in a customer focused atmosphere.

The Bachelor of Science in Management degree program has a 48-credit core required course of study. These courses fulfill only part of the 120 minimum credit requirements (124 for Kansas) for degree completion. Up to 72 credit units may be in lower division courses.

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

BSM Required Course of Study

GEN 300 ................................................................. 3 credits
Skills for Professional Development
MGT 330 ~ ............................................................ 3 credits
Management: Theory, Practice, & Application
MGT 350 ~ ............................................................ 3 credits
Critical Thinking: Strategies in Decision Making
SOC 315 ~ ........................................................... 3 credits
Cultural Diversity
PHL 323 ~ ........................................................... 3 credits
Ethics in Management
RES 320 ~ ........................................................... 3 credits
Fundamentals of Research
PSY 428 ~ ........................................................... 3 credits
Organizational Psychology
COMM 470 ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ 3 credits
Communicating in the Virtual Workplace
PSY 320 ~ ................................................................................. 3 credits
Human Motivation
PSY 430 ~ ................................................................................. 3 credits
Team Dynamics for Managers
TEC 401 ~ ................................................................................. 3 credits
Human Factors in Technology
FIN 324 ~ ................................................................................. 3 credits
Financial Analysis for Managers
Three Upper Division Electives 3 credits each
GEN 480 ~ ................................................................................. 3 credits
Interdisciplinary Capstone Course

The University reserves the right to modify curriculum associated with the major and the required course of study. All BSM students must complete a minimum of 48 upper division credits to include the required course of study. Upper division electives, maybe satisfied with any upper division University of Phoen-

Additional Admission Requirements for the BSM
High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate

Degree Requirements for the BSM
The degree requirements for this program are the following:

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits required by their degree program.

General Studies Requirements for the BSM
All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:
  Communication Arts Requirement(s) 6 credits
  Humanities Requirement(s) 6 credits
  Mathematics Requirement(s) 6 credits
  Science & Technology Requirement(s) 6 credits
  Social Science Requirement(s) 6 credits
  Interdisciplinary Requirement(s) 15 credits
  Additional Liberal Arts Requirement(s) 3 credits
  Professional Development Requirement(s) 3 credits
  Integrating Requirement(s) 3 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Progression Requirements for the BSM

• Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).
• Students entering with 24 or more transferable credits enroll in GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.

• Students who have completed IT 101, IT 105 or GEN 105 (Axia) are still required to complete GEN 200, GEN 300 or equivalent.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSM
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 credits of the 39 credit required course of study at the University.

• Credits applied to the Required Course of Study (with the exception of UD electives) will only be applied to the core and cannot count toward General Education totals.
• Students in this program may waive, and or be exempted* from, a maximum of nine (9) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing credit, prior learning credit, military credit, or coursework than earns general education credit, may not be used to waive or exempt* coursework except in the case of GEN 300 exemptions*).

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or approved nationally accredited institution that meets transfer criteria, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years of application to the University with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived:
  GEN 300, MGT 350, RES 320, PSY 430, GEN 480

In order to be granted an exemption* for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or approved nationally accredited institution that meets transfer criteria, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years of application to the University with a grade of "C" or better.
• The course must be a lower division course and comparable in content and credits to the University course it is exempting*. Students may be exempted* from courses in the required course of study, but must substitute other upper division coursework to satisfy the required course of study (upper division replacement coursework may come from UOPX or other regionally or approved nationally accredited institutions, but Prior Learning Assessment and National testing credit, or coursework that earns general education credit, may not be used).
The College of Information Systems and Technology Programs are within the John Sperling School of Business and offers the Bachelor of Science in Information Technology (BSIT) with a variety of concentrations.

**Bachelor of Science in Information Technology**

The following Bachelor of Science in Information Technology (BSIT) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an **Online classroom at Online rates. Check with your local campus.**

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.

**BSIT Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 300</td>
<td>Skills for Professional Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 205 ~</td>
<td>Management Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>PRG 210 ~</td>
<td>Fundamentals of Programming with Algorithms and Logic</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 236 ~</td>
<td>Web Design I</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 237 ~</td>
<td>Web Design II</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 221 ~</td>
<td>Technical Writing Fundamentals</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 310 ~</td>
<td>Business Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 375 ~</td>
<td>Fundamentals of Business Systems Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 410 ~</td>
<td>Project Planning &amp; Implementation</td>
<td>3 credits</td>
</tr>
<tr>
<td>DBM 380 ~</td>
<td>Database Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 410 ~</td>
<td>SQL for Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 360 ~</td>
<td>Network and Telecommunication Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>PRG 420 ~</td>
<td>Java Programming I</td>
<td>3 credits</td>
</tr>
<tr>
<td>PRG 421 ~</td>
<td>Java Programming II</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 445 ~</td>
<td>Application Implementation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students must select a concentration in a particular area of study at the time of enrollment. The following concentrations are available:

**Concentration in Business Systems Analysis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 355</td>
<td>Intro to Operating Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 400 ~</td>
<td>Business Systems Development II</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 411</td>
<td>Systems Analysis Methodologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 412</td>
<td>Systems Analysis Tools</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 411</td>
<td>Project Planning Management</td>
<td>3 credits</td>
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</table>

**Concentration in Information Systems Security**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 420</td>
<td>Introduction to UNIX</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 421</td>
<td>Windows Server Networking</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 440</td>
<td>Intro to Information Systems Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 442</td>
<td>Information Systems Risk Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 430</td>
<td>Enterprise Security</td>
<td>3 credits</td>
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</table>

**Concentration in Multimedia & Visual Communication**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCT 235</td>
<td>Image Editing &amp; Implementation</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 320</td>
<td>Electronic Publishing</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 410</td>
<td>Instructional Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 420</td>
<td>Multimedia Development</td>
<td>3 credits</td>
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</table>

**Concentration in Networking & Telecommunications**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTC 240</td>
<td>Intro to LAN Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 241</td>
<td>Intro to W-LAN Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 242</td>
<td>Intro to WAN Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 244</td>
<td>Intro to IT Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 420</td>
<td>Intro to UNIX</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Concentration in Software Engineering**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 355</td>
<td>Intro to Operating Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 385</td>
<td>Intro to Software Engineering</td>
<td>3 credits</td>
</tr>
<tr>
<td>CSS 422</td>
<td>Software Architecture</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body; GED certificate Applicants must be currently employed or have access to a work environment.

**Degree Requirements for the BSIT**

The degree requirements for this program are the following:

• 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 program grade point average (GPA) of 2.0.

• All students must complete the minimum number of credits required by their degree program.

• All undergraduate students are required to complete the minimum general education credits required by their program version.

• Students will declare a concentration at the time of enrollment.

**General Studies Requirements for the BSIT**

All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

- Communication Arts Requirement 6 credits
- Mathematics Requirement 6 credits (must take one course or three credits of the following: statistics, calculus, discrete mathematics)
- Science & Technology Requirement 6 credits (must include 3 credits in the physical or biological sciences)
- Social Science Requirement 6 credits
- Humanities Requirement 6 credits
- Additional Liberal Arts Requirement 6 credits
- Interdisciplinary Requirement 18 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Progression Requirements for the BSIT**

• Students entering with fewer than 24 transferable credits will take GEN 200 in place of GEN 300 or equivalent followed by the remainder of the Introductory Course Sequence (ICS).

• Students who have completed IT 105 or GEN 105 (Axia) are still required to complete GENT 200, GENT 300 or equivalent.

• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

**Residency Requirements for the BSIT**

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 upper division credits at the University.

Students in this undergraduate program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework).

In order to be granted a waiver, with credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five years of application to the University with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 300

Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).
THIS PAGE WAS LEFT BLANK INTENTIONALLY
The College of Nursing is within the Artemis School and offers both undergraduate and graduate (see the graduate section of this catalog) degrees to prepare students to expand their career options in the dynamic and rapidly changing health care environment.

Undergraduate Programs
- LPN to BSN (LVN to BSN in California)
- RN to BSN

Graduate Programs
- Master of Science in Nursing
- Master of Science in Nursing/Healthcare Education
- Master of Science in Nursing/Informatics
- Master of Science in Nursing/Family Nurse Practitioner
- Post Master Certificate - Family Nurse Practitioner
- Master of Health Administration/Master of Science in Nursing
- Master of Business Administration/Health Care Management/Master of Science in Nursing

The College of Nursing works closely with other academic departments to assure that the students receive appropriate and well-rounded education. The College also works cooperatively with the College of Arts and Sciences to give breadth to the undergraduate experience through the integration of general education and professional course work. The programs are also designed to assure that computer competencies are incorporated into the curriculum.

Nursing
The Nursing programs are designed to respond to the educational needs of licensed nurses. The College offers employed nurses opportunities to participate in accredited degree programs developed to broaden their professional horizons. All nursing degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE): One DuPont Circle NW, Suite 530, Washington DC, 20036-1120 (202-887-6791).

These programs are designed specifically for nurses who desire a repertoire of skills and knowledge necessary to respond effectively to today’s dynamic health care environment. The programs also equip nurses with essential skills necessary to assume a leadership role in resolving the challenges faced by health care organizations and personnel. Each program has a blend of theory and practice which fosters a learning environment that allows nurses to build their knowledge base and to effectively and creatively apply what they have learned.

The University of Phoenix offers RN to BSN students the ability to transition into the Master of Science in Nursing degree program. Students may complete two graduate courses as part of their undergraduate work, thus creating the pathway for a smooth transition into the graduate program.

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 and Human Services 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 120,000 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 424 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 3,200 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.omicron-delta.net.
Academic Policies for the College of Nursing

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

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

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.


The Bachelor of Science in Nursing (BSN) is an accredited program designed to develop the professional knowledge and skills of working registered nurses. The curriculum is built 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.

This instructional program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and manager of care. Utilizing a framework of caring, working registered nurses are prepared as generalists who are able to apply professional skills and knowledge to nursing, client, and health care systems.

One hallmark of the BSN program is that there is no testing of prior nursing knowledge if the RN is in good standing within the state of practice. The Bachelor of Science in Nursing degree program has a 41-credit required course of study. These courses fulfill only part of the 120-minimum-credit requirement for degree completion.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of “C” for successful completion are identified by a * symbol following the course number.

Nursing Core Courses:

- Undergraduate Nursing Studies
- Professional Nursing Practice
- Health Care Communication
- Theories and Models of Nursing
- Health and Disease Management
- Health Assessment and Promotion for Vulnerable Populations
- Statistical Applications
- Evidence-Based Nursing Research and Practice
- Health Communities: Theory and Practice (50 Clinical hours)
- Epidemiology: Global and Public Health (50 Clinical hours)
- Health Law and Ethics
- Health Care Informatics
- Senior Practicum: Leadership and Management (25 Clinical hours - Capstone course)

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 by an acceptable accrediting body, GED certificate
- Applicants must be currently employed in a nursing role (RN), or have access to an appropriate healthcare organization/environment.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands

University of Phoenix, 2009-2010
• US Virgin Islands
Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

General Education Requirements for the BSN
All students must complete 54 general education credits from the following areas:
- Communication Arts, 6 credits minimum
- Mathematics, 6 credits minimum
- Natural/Physical Sciences, 12 credits minimum
- Humanities, 6 credits minimum
- Social Science, 6 credits minimum
- Interdisciplinary Requirements, 18 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

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 NUR courses and may only complete non-nursing and elective coursework until their license restrictions have been removed and validated.
• All undergraduate students must satisfy math and English prerequisites 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.

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 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 a clinical course only one time. If the student does not receive a "C" or better on the second attempt, the student will be permanently withdrawn from the Bachelor of Science in Nursing program.

Degree Completion Requirements for the BSN
The degree requirements for this program are the following:
• Completion of a minimum of 120 credits that include the following:
  • Completion of a minimum of 47 upper division credits which consist of:
    • 41 credit required course of study
    • 6 credits of upper division non-nursing electives or MSN Pathway credits (including transfer credit, national testing program credit, prior learning credit, and military credit, and can apply to General Education requirements).
  • Completion of a minimum of 73 lower division credits.
  • 30 lower division nursing credits total - 25 nursing credits apply to lower division nursing - 5 additional nursing credits will apply to Interdisciplinary general education
  • 43 non-nursing which will include general education and elective 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.

The 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-regionally accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

Residency Requirements for the BSN
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 twenty-nine (29) upper division credits at the University.

Students in the Bachelor of Science in Nursing Program may waive a maximum of twelve (12) credits from their required course of study.

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 ten (10) years of application to the University with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following required courses may not be waived: NUR 391, NUR 492
Licensed Practical Nurse to Bachelor of Science in Nursing

The following Licensed Practical Nurse to Bachelor of Science in Nursing (LPN to BSN) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelors of Science in Nursing program has a special sequence for the Practical Nurse (LPN) to achieve the BSN degree. This program builds on the basic education, skills, and experience of the practical nurse making a transition 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, enhanced clinical skills, and critical thinking. Graduates of the program will be eligible to apply to take the National Council Licensure Examination for Registered Nurses.

The University of Phoenix, College of Nursing is committed to the advancement of nurses. Program objectives focus on evidenced based professional practice, critical thinking, communication, information utilization, and collaboration. The acquisition of these objectives is essential to the practice of nursing.

Required Course of Study for the LPN to BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of "C" for successful completion are identified by a * symbol following the course number.

Foundation:

HCS 250* ................................................................. 3 credits
Human Anatomy and Physiology
HCS 260* ................................................................. 3 credits
Pharmacology
PSY 280* ................................................................. 3 credits
Human Growth and Development

Note: Additional Foundations courses may be required based on State Board of Nursing rules and regulations

Nursing Core:

NUR 300 ~ * ................................................................. 3 credits
Essentials of Professional Nursing Practice
NUR 315 ~ * ................................................................. 1 credit
Physical Assessment
NUR 315L ~ * ................................................................. 3 credits
Physical Assessment Laboratory
NUR 320 ~ * ................................................................. 4 credits
Care of the Medical Surgical Client: Acute
HCS 438PN ~ ................................................................. 3 credits
Statistical Applications
NUR 345 ~ * ................................................................. 4 credits
Care of the Medical Surgical Client: Complex
NUR 335 ~ * ................................................................. 3 credits
Care of the Childbearing Client

NUR 340 ~ * ................................................................. 3 credits
Care of the Pediatric Client
NUR 330 ~ * ................................................................. 3 credits
Psychiatric Mental Health Nursing
NUR 429PN ................................................................. 3 credits
Issues & Strategies in Nursing Research Utilization
NUR 310 ~ * ................................................................. 3 credits
Theoretical Bases for Nursing Practice
NUR 426 ................................................................. 3 credits
Pathophysiology
NUR 464PN ~ * ................................................................. 3 credits
Concepts of Family Nursing Theory
NUR 467PN ~ * ................................................................. 3 credits
Clinical Integration: Nursing Management of Family
NUR 438PN ................................................................. 3 credits
Statistical Applications
NUR 471PN ~ * ................................................................. 3 credits
Dimensions of Community Nursing Practice
NUR 473PN ~ * ................................................................. 3 credits
Clinical Integration: Partnership in Community Practice
NUR 478PN ................................................................. 3 credits
Contemporary Issues and Health Policy
NUR 482 ~ * ................................................................. 3 credits
Nursing Leadership and Management in Health Care
NUR 499 ~ * ................................................................. 3 credits
Critical Synthesis Application

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 LPN to BSN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate Documentation of a valid, unrestricted, unencumbered LPN/LVN license from the United States must be submitted and kept current throughout the duration of the required course of study.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- A signed Professional Non-Academic Requirement form.
- Completion of a licensed practical nursing program.
- A signed Criminal Background Check Disclosure Agreement.

General Education Requirements for the LPN to BSN

All students must complete 51 general education credits from the following areas:

Communication Arts, 6 credits minimum
Mathematics, 6 credits minimum
Natural/Physical Sciences, 12 credits minimum (must include HCS 250)
Humanities, 6 credits minimum
Social Science, 6 credits minimum
Interdisciplinary Requirements, 15 credits (must include HCS 260)

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.
Progression Requirements for the LPN to BSN

- All students enrolling in this program must complete GEN 300. For flexibility in scheduling, campuses are permitted to schedule GEN 200 to satisfy GEN 300. GEN 300 will no longer be available for scheduling after 3/31/09.
- All General Education and elective courses must be completed and posted to the student’s academic record prior to starting NUR 300.
- 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. Specific courses may have additional prerequisites that need to be satisfied prior to enrollment.
- All undergraduate students must satisfy math and English prerequisites 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.

Minimum Grade Requirements for the LPN to BSN

Students in this program will be placed on scholastic disqualification if a minimum grade of "C" (2.0) is not attained in the following clinical or assessment courses. "C-"or lower is not acceptable for the clinical or assessment courses.

HCS 250, HCS 260, PSY 280, NUR 300, NUR 310, NUR 315, NUR 315L, NUR 320, NUR 330, NUR 335, NUR 340, NUR 345, NUR 426, NUR 464PN, NUR 467PN, NUR 471PN, NUR 473PN, NUR 482, NUR 499.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled a prescribed mediation plan which will be developed by the faculty, student, and College Campus Chair. Students will be allowed to retake foundation and nursing courses. These courses can only be repeated one time. Students are allowed to repeat only a total of two (2) foundation or nursing courses in the required course of study; if unable to pass, students will be expelled from this program.

Degree Requirements for the LPN to BSN

The degree requirements for this program are the following:

- Completion of all General Education and foundation credits prior to NUR 300.
- Completion of minimum of 57 upper division credits.
- Completion of a maximum of 57 lower division credits, to include the 9 credits from the 3 required foundation courses (HCS 250, HCS 260, PSY 280).
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- 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.
- All undergraduate students are required to complete the minimum general education credits required by their program version and state mandated requirements.

Residency Requirements for the LPN to BSN

- The University requires that the majority of coursework in the required course of study be completed through the University. Also know as the residency requirement, the University requires completion of a minimum 48 upper division credits at the University.
- Students in the LPN to BSN program may waive a total of 15 required course of study credits if completed with a "C" or better within the last 3 years.

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 three (3) years of application to the University with a grade of "C" 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.

In order to be granted a waiver, without credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and 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 course must have been completed within the past three (3) years of application to the University with a grade of "C" 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 will not be waived from the LPN/BSN program: GEN 300, NUR 300, NUR 345, NUR 499, GEN 480.
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The College of Education is within the School of Education, Health and Human Services and offers graduate and undergraduate level degree programs. The Bachelor of Science in Education/Elementary (BSEd/E) program is a degree program leading to teacher licensure that provides students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. The course work, field experience, and student teaching are 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.

Academic Policies for the College of Education

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

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

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

Admission Requirements for University of Phoenix

All applicants are expected to meet the following 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 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.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
- Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED administered in English.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.

Applicants who reside in the United States must meet one of the following requirements:
- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies
- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
- Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

Applicants who reside in Canada must meet one of the following requirements:
- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible 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. Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Courses Selections**

**Introductory Course, 3 total credits**
- GEN 200: Foundations for General Education and Professional Success

**Orientation, 0 total credits**
- EDU 300: Orientation to Teacher Education

**History and Foundations of Education, 6 total credits**
- EDU 301: Foundations of Education
- EDU 315: Legal and Ethical Issues in Education

**Educational Theories and Models, 6 total credits**
- EDU 310: Models and Theories of Instruction
- EDU 320: Classroom Management

**Human Development, 3 total credits**
- EDU 305: Child Development

**Assessment, 3 total credits**
- EED 400: Assessment in Elementary Education

**Reading, 9 total credits**
- RDG 410: Elementary Methods - Reading/Language Arts
- RDG 415: Elementary Methods - Mathematics

**Special Populations, 9 total credits**
- SEI 300: Structure English Immersion
- SEI 301: Advanced Structured English Immersion Methods
- SPE 300: Orientation to the Exceptional Child

**Elementary Methods, 15 total credits**
- EED 415: Elementary Methods - Mathematics
- EED 420: Elementary Methods - Science
- EED 425: Elementary Methods - Health/PE
- EED 430: Elementary Methods - Social Studies
- EED 435: Elementary Methods - Fine Arts

**Student Teaching, 9 total credits**
- EED 490: Elementary Student Teaching, Seminar I
- EED 495: Elementary Student Teaching, Seminar II

The University reserves the right to modify the Required Course of Study.

**Candidacy Status**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- **Level 1 Candidate Status** is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- **Level 2 Candidate Status** is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Additional Admission Requirements for the BSED/E

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate. Applicants attending a campus located in one of the following states or provinces must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation.
- Applicants must be currently employed or have access to a work environment.
- 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 BSEd/E New Student Check List

Degree Completion Requirements for the BSED/E

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Complete course 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).
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- BSED/E graduates are not eligible for admission to the MAED/TED-E or MAED/TED-S programs.

Progression Requirements for the BSED/E

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 (AEPA content exam) or passing score on a comparable content knowledge examination from another state or agency taken within the past 7 years
- Verification of immunization or TB test results (district specific)
- 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 as their first course at the University.

Minimum Grade Requirements for the BSED/E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: EDU 390, EED 490, EED 495
- 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.

Course Waivers for the BSED/E

- 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 upper division credits at the University.
- Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally accredited transferable coursework.
- National testing program credit, prior learning credit, and military credit may not be used to waive BSEd/E required course of study coursework.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed and transcripted from a regionally 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 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 be approved through an approved articulation agreement.
  - The course must have been completed within the past five (5) years of application to the University with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework).
- In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed and transcripted from a regionally accredited institution in which the University has entered into 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 comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.
• Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when waiving the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, and/or the MTH 213 and MTH 214 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: GEN 200, EDU 300, EDU 310, EDU 320, EDU 390, EED 415, EED 490, EED 495, RDC 415, SPE 300

• Arizona residents may waive SEI 300 and/or SEI 301 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
  • Arizona Provisional SEI Endorsement
  • Arizona Full SEI Endorsement
  • Arizona English as a Second Language Endorsement
  • Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at http://www.ade.state.az.us/asd/lep/.

General Studies Requirements for the BSED/E

All students must complete a minimum of 54 general education credits in the following areas as a part of their minimum 120 credit degree requirement.

English/Language Arts Requirement(s) 12 credits
- Humanities Requirement(s) 3 credits
- Fine Arts Requirement(s) 3 credits

Mathematics Requirement(s) 12 credits (Note: 6 credits must include MTH 213 and MTH 214)

Physical/Biological Science Requirement(s) 6 credits
- Social Science Requirement(s) 9 credits (Note: 3 credits must include SOC 315 and 3 credits must include HIS 301 or HIS 110)
- Additional Liberal Arts Requirement(s) 9 credits
- Professional Development Requirement(s) 3 credits (GEN 200)

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students are required to complete the minimum general education credits required by their program version.

Field Experience for BSED/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 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. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/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.

• Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.

• Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.

• Candidates wishing to do their student teaching in a single subject in grades 6 – 8 must provide the following prior to Student Teaching I:
  • Transcripts documenting of a minimum of 24 semester credits in their content area.
  • Passing scores on the state mandated content exam.

• Candidates who do not successfully complete the student teaching experience cannot receive a passing grade in the final student teaching seminar. If a candidate receives less than a “B” in Student Teaching Seminar II, they must repeat the entire student teaching experience.

• 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.

• 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 that do not successfully complete the second student teaching program 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.

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 successfully pass the Elementary Education Seminar with a “B” or better.

• 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 BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
- Arizona or Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.
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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 along with an application fee. Applicants are then responsible for ensuring the completion of their admission files. No applicant will be accepted for formal admission until the admission file is complete. An application which is later verified to contain incomplete, false, or misleading information may be grounds for dismissal.

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 Admitted and Matriculated 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 withdrawn until formally admitted and matriculated by the Corporate Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted and matriculated to the degree program.

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

Transcript Requests of Other Institutions
Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee. University staff will process all requests for required transcripts on behalf of the student. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee covers the student’s expense for requesting official transcripts.

Foreign Transcripts
All academic records from countries other than the United States, Canada, Mexico, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela for admission must be evaluated by the University of Phoenix. 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 Admitted and Matriculated 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 withdrawn until formally admitted and matriculated by the Corporate Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted and matriculated to the degree program.

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

An applicant relying on education completed outside the United States, Canada, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela for admission must be evaluated by the University. An applicant whose native language is not English must have a minimum score of 213 on the computer-based TOEFL exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University. Applicants whose native language is not English must have either:
- achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

Graduate Admission Requirements
For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Certain graduate programs have additional admission requirements. All applicants to this program 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 exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
• achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

• achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-

• successful completion of the approved ESL series of courses completed at Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

• Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
• Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
• U.S. high school diploma or GED administered in English.
• Equivalent of a U.S. high school diploma from a country in which English is the official language.

• Applicants who reside in the United States must meet one of the following requirements:
  • Be a legal resident of the United States
  • Have been granted permanent residency
  • Have a valid visa that does not prohibit educational studies
  • Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  • Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

• Applicants who reside in Canada must meet one of the following requirements:
  • Be a legal resident of Canada
  • Be a landed immigrant
  • Have a valid visa that does not prohibit educational studies

• Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
• A completed and signed graduate application and application fee
• A signed Enrollment/Disclosure Agreement.
The Colleges of Arts and Sciences offer a variety of graduate degree programs in a number of diverse academic areas including criminal justice and security, 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/Administration of Justice and Security**

The following Master of Science/Administration of Justice and Security (MS/AJS) program is approved to be offered at these University of Phoenix campuses: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in 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.

The MS/AJS program has a 36-credit requirement. All course work must be completed satisfactorily or be repeated. All course work must be satisfactorily completed prior to taking Program Development and Evaluation.

**MS/AJS Required Course of Study**

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

- CJA 500 ~ ................................................................. 3 credits
- Survey of Justice and Security
- CJA 510 ~ ................................................................. 3 credits
- Organizational Administration and Behavior
- CJA 520 ~ ................................................................. 3 credits
- Management of Institutional Risk
- CJA 530 ~ ................................................................. 3 credits
- Ethics in Justice and Security
- CJA 540 ~ ................................................................. 3 credits
- Criminological Theory
- CJA 550 ~ ................................................................. 3 credits
- Legal Issues in Justice and Security
- CJA 560 ~ ................................................................. 3 credits
- Critical Incident Management
- CJA 570 ~ ................................................................. 3 credits
- Cyber Crime and Information Systems Security
- CJA 580 ~ ................................................................. 3 credits
- Public Policy Issues
- CJA 585 ~ ................................................................. 3 credits
- Concepts of Physical and Personal Protection
- CJA 590 ~ ................................................................. 3 credits
- Forensic Science and Psychological Profiling
- CJA 595 ~ ................................................................. 3 credits
- Program Development and Evaluation

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

**Additional Admission Requirements for the MS/AJS**

- 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 minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with exposure to administrative and management processes, social services, security operations or the criminal justice system is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Degree Requirements for the MS/AJS**

The degree completion requirements for this program are as follows:

- The completion of the University required course of study.
- A minimum program grade point average (GPA) of 3.0.
Course Waivers for the MS/AJS

- 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 27 graduate level credits at the University.
- Students in this program may waive a maximum of nine (9) credits from their major course of study.
- 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 approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years of application to the University 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.

The following Capstone courses may not be waived from this degree program: CJA 595

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.

The Community Counseling (MSC/CC) program has a 48-credit requirement for graduation. The MSC/CC program designed for Arizona carries a 60-credit requirement for graduation. The MSC/MFCT program designed for Nevada, Hawaii, and Colorado have 57-credit graduation requirements. The MSC/MFC designed for Puerto Rico has a 54-credit requirement. The MSC/MHC program has a 60-credit requirement. The MSC/MCH designed for Michigan has a 48-credit requirement.

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.

Clinical Courses

Each program includes Clinical courses (CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 581, CNSL 597A, B, CNSL 592, CMHC 581, CMHC 597A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 566, MFCC 597 A/B/C.) which must be passed with a grade of “B” or better before a student will be allowed to continue the program. These courses provide the student with the opportunity to practice basic counseling skills, family therapy, theory-based counseling strategies, group facilitation skills, and psychological assessment in supervised settings. Sessions are videotaped and critiqued by the facilitator, study group, and class.

Master of Science in Counseling/Community Counseling

The following Master of Science in Counseling/Community Counseling (MSC/CC) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in Counseling degree program with a specialization in Community Counseling provides the required knowledge and skills to become competent and ethical practitioners. The MSC/CC specialization provides a needed service 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 to achieve their potential. The program encompasses foundations of counseling and guidance including theories and their application with groups and individuals, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. The program addresses critical issues facing counselors and offers supervised clinical experiences.

MSC/CC Required Course of Study

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. Courses requiring a "Pass/Fail" to progress are identified by a + symbol following the course number.

CNSL 502+ ................................................................................. 0 credits
Graduate Portfolio
CNSL 504 ................................................................................. 3 credits
Lifespan and Family Development
CNSL 506 ................................................................................. 3 credits
Personality Theories and Counseling Models
CNSL 516 ~ ................................................................................. 3 credits
Legal and Ethical Issues in Counseling
Professional Counseling Assessment Portfolio Courses

CNSL 526 ~ Introduction to Clinical Assessment and Diagnosis ........................................... 3 credits
CNSL 539 ~ .......................................................................................................................... 3 credits
Psychopathology: Advanced Clinical Assessment ........................................................................... 3 credits
Individual Counseling .................................................................................................................. 3 credits
CNSL 556 ~ .......................................................................................................................... 0 credit
Portfolio II
CNSL 557 ~ .......................................................................................................................... 3 credits
Social and Multicultural Foundations
CMHC 561.............................................................................................................................. 3 credits
Dependency and Addictions
CNSL 561 ~ .......................................................................................................................... 3 credits
Group Counseling
CMHC 581.............................................................................................................................. 3 credits
Family, Couples and Child Counseling
CNSL 562 ~ .......................................................................................................................... 3 credits
Career and Vocational Counseling
CNSL 563 ~ .......................................................................................................................... 3 credits
Counseling Psychometrics
CMHC 551.............................................................................................................................. 3 credits
Human Sexuality and Sex Therapy
CNSL 573 .............................................................................................................................. 3 credits
Critical Analysis in Research
CNSL 5920 ~ .......................................................................................................................... 0 credits
Orientation to Counseling Practicum
CNSL 581 ~ .......................................................................................................................... 3 credits
Management, Supervision and Consultation in Counseling
CMHC 546.............................................................................................................................. 3 credits
Psychopharmacology
CNSL 588 ~ .......................................................................................................................... 3 credits
Seminar in Community Counseling
CNSL 592 ~ .......................................................................................................................... 3 credits
Counseling Practicum
CNSL 597A ~ .......................................................................................................................... 3 credits
Internship A
CNSL 597B ~ .......................................................................................................................... 3 credits
Internship B

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

Professional Counseling Assessment Portfolio Courses

The MSC program includes three “portfolio” evaluations wherein the student’s progress in the areas of counseling skills, interpersonal skills, communication, and critical thinking are assessed. These evaluations must be successfully completed before proceeding in the program.

CNSL 502 Professional Counseling Assessment Portfolio I - This assessment is part of the admission process.
CNSL 556 Professional Counseling Assessment Portfolio II - Students must pass with a grade of “P” in order to progress in the program.

CNSL 597A/B, MFCC 597A/B, CMHC 597A/B/C
Internship - Students must pass with a grade of “B” or better in order to graduate.

Internship

The Community Counseling (MSC/CC) the Marriage Family and Counseling (MSC/MFC), the School Counseling (MSC/SC), and the Marriage Family and Child Counseling (MSC/MFCT) Internship is 6 credits (two 3-credit courses), and requires the student to spend at least 240 hours in direct contact with clients. Each section of the internship must be passed with a grade of “B” or better before the student will be allowed to continue the program or to graduate.

Students are given the opportunity to engage in activities that counselors in counseling agencies are expected to perform. The experience takes place at a University approved site, such as a community counseling agency, and is closely supervised by an approved and trained site supervisor as well as a faculty member. Weekly supervision is required throughout the duration of the internship.

The site supervisor is responsible for day-to-day training and evaluation of the student’s growth and progress. The student is expected to develop a professional relationship with his or her site supervisor and use the site supervisor as a primary resource person.

The faculty supervisor acts as a consultant to both the site supervisor and the student, and has responsibility for liaison, special training, and grading of the internship experience.

Prerequisites

All MSC Students must fulfill the following program prerequisites:

CNSL 502 .............................................................................................................................. 0 credits
Graduate Portfolio I

Additional Admission Requirements for the MSC/CC

• 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 equivalent undergraduate 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 minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.

• 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 6 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait one year before reapplying. Passing Portfolio I is limited to a total of three attempts.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
Progression Requirements for the MSC/CC

Students in the MSC/SC program must provide verification of fingerprint clearance before completing Portfolio II.

Degree Requirements for the MSC/CC

The degree requirements for this program are the following:

- The completion of the University major course of study. The minimum credit hours of the major course of study must be completed at the University to meet the residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Completion of all clinical courses with a grade of “B” (3.0) or better. Clinical coursework is defined as:
  - CNSL 516 ................................................................. 3 credits
  - CNSL 526 ................................................................. 3 credits
  - Introduction to Clinical Assessment & Diagnosis
  - CNSL 539 ................................................................. 3 credits
  - Psychopathology: Advanced Clinical Assessment
  - CNSL 547 ................................................................. 3 credits

Individual Counseling

- CNSL 561 ................................................................. 3 credits
- Group Counseling
- CNSL 592 ................................................................. 3 credits
- Counseling Practicum
- CNSL 597A/B .............................................................. 3 credits
- Internship
- CMHC 581 ................................................................. 3 credits
- Family, Couple, and Child Counseling
- CMHC 597 A/B/C ........................................................ 3 credits
- Internship
- MFCC 536 ................................................................. 3 credits
- Child Therapy
- MFCC 551 ................................................................. 3 credits
- Legal & Ethical Issues in Marriage and Family Therapy
- MFCC 561 ................................................................. 3 credits
- Family Interventions
- MFCC 566 ................................................................. 3 credits
- Advanced Marriage and Family Therapy
- MFCC 597 A/B/C ........................................................ 3 credits
- Internship
- MFCC 598 A/B ............................................................ 3 credits
- Internship

Prior to graduation, Master of Counseling students in the MSC/CC program are required to complete the Counselor Preparation Comprehensive Examination (CPCE), or another assessment/examination instrument, as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination the first internship of the MSC program. Completion of this assessment is a non-waivable requirement for degree completion and graduation.

Course Waivers for the MSC/CC

Students in this program may waive a maximum of 9 credits (not to exceed 3 University courses) from their major course work.

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 accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years 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.

Portfolios, Practicums, and Internships and CNSL 561 may not be waived.

The following courses may not be waived: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597A, CNSL 597 B, CMHC 581, CMHC 597A, CMHC 597B, CMHC 597C, MFCC 536, MFCC 551, MFCC 561, MFCC 566, MFCC 597A, MFCC 597B, MFCC 597C, MFCC 598A, MFCC 598B

Academic Standing for the MSC/CC

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- Academic probation will be removed when a student achieves a program grade point average (GPA) 3.0 or better within the probationary period.
- Academic Disqualification results when students fail to clear an academic probation status within the probationary period of four consecutive courses.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of “B” (3.0) is not attained in a clinical course. If a student repeats a clinical course due to receiving a grade that is less than a “B” (less than 3.0), and does not receive a grade of “B” or better the second time, the student will be permanently withdrawn from the Master of Counseling programs.
- 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 faculty member and the Director of Academic Affairs.
- 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 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 six months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be permanently withdrawn from the Master of Science in Counseling programs.
- Students who have been placed on Academic Disqualification or Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by the Director of Academic Affairs and the appropriate Dean.
Master of Science in Counseling/Marriage, Family and Child Therapy

The Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program is approved to be offered at the University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in Counseling degree program with a specialization in Marriage, Family and Child Therapy provides the required knowledge and skills to become competent and ethical practitioners. The MSC/MFCT specialization provides a needed service 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 to achieve their potential. The program encompasses foundations of counseling and guidance including theories and their application with groups and individuals, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. The program addresses critical issues facing counselors and offers supervised clinical experiences.

MSC/MFCT Course of Study

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. Courses requiring a “Pass/Fail” to progress are identified by a ◦ symbol following the course number.

CNSL 502 ........................................................................................................ 0 credits
Graduate Portfolio I

CNSL 504 ........................................................................................................ 3 credits
Lifespan and Family Development

CNSL 506 ........................................................................................................ 3 credits
Personality Theories and Counseling Models

CNSL 526 ~ ◦ .......................................................................................... 3 credits
Introduction to Clinical Assessment

CNSL 547 ~ ◦ .......................................................................................... 3 credits
Individual Counseling

CNSL 561 ~ ◦ .......................................................................................... 3 credits
Group Counseling

MFCC 536 ◦ ............................................................................................... 3 credits
Child Therapy

MFCC 551 ................................................................................................. 3 credits
Legal and Ethical Issues in Marriage and Family Therapy

CNSL 563 ................................................................................................. 3 credits
Counseling Psychometrics

CNSL 596 ~ ◦ .......................................................................................... 0 credits
Portfolio II

MFCC 556 ................................................................................................. 3 credits
Family Systems Theory

MFCC 561 ................................................................................................. 3 credits
Family Interventions

CNSL 573 ~ ◦ .......................................................................................... 3 credits
Critical Analysis in Research

CNSL 557 ~ ◦ .......................................................................................... 3 credits
Social and Multicultural Foundations

CMHC 561 .................................................................................................... 3 credits
Dependency and Addictions

CMHC 546 .................................................................................................... 3 credits
Psychopharmacology

CMHC 551 .................................................................................................... 3 credits
Human Sexuality and Sex Therapy

MFCC 566 ~ ◦ .......................................................................................... 3 credits
Advanced Marriage and Family Therapy

CNSL 581 .................................................................................................... 3 credits
Management, Supervision and Consultation in Counseling

MFCC 597A ~ ◦ .......................................................................................... 3 credits
Internship A

MFCC 597B ~ ◦ .......................................................................................... 3 credits
Internship B

MFCC 597C ~ ◦ .......................................................................................... 3 credits
Internship C

Note: Some states may require the addition of two electives. The University reserves the right to modify the required course of study.

Professional Counseling Assessment Portfolio Courses

The MSC program includes three “portfolio” evaluations wherein the student’s progress in the areas of counseling skills, interpersonal skills, communication, and critical thinking are assessed. These evaluations must be successfully completed before proceeding in the program.

CNSL 502
Professional Counseling Assessment Portfolio I-This assessment is part of the admission process.

CNSL 556
Professional Counseling Assessment Portfolio II-Students must pass with a grade of “P” in order to progress in the program.

CNSL 597A/B, MFCC 597A/B, CMHC 597A/B/C
Internship - Students must pass with a grade of “B” or better in order to graduate.

Internship

The Community Counseling (MSC/CC) the Marriage Family and Counseling (MSC/MFC), the School Counseling (MSC/SC), and the Marriage Family and Child Counseling (MSC/MFCT) Internship is 6 credits (two 3-credit courses), and requires the student to spend at least 240 hours in direct contact with clients. Each section of the internship must be passed with a grade of “B” or better before the student will be allowed to continue the program or to graduate. The MSC/MFCT Arizona version require 9-credit (three 3-credit courses) internships.

Students are given the opportunity to engage in activities that counselors in counseling agencies are expected to perform. The experience takes place at a University approved site, such as a community counseling agency, and is closely supervised by an approved and trained site supervisor as well as a faculty member. Weekly supervision is required throughout the duration of the internship.

The site supervisor is responsible for day-to-day training and evaluation of the student’s growth and progress. The student is expected to develop a professional relationship with his or her site supervisor and use the site supervisor as a primary resource person.

The faculty supervisor acts as a consultant to both the site supervisor and the student, and has responsibility for liaison, special training, and grading of the internship experience.
Prerequisites
All MSC Students must fulfill the following program prerequisites:
CNSL 502
Graduate Portfolio 10 credits

Additional Admission Requirements for the MSC/MFCT
• 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 equivalent undergraduate 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 minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
• 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 6 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait one year before reapplying. Passing Portfolio I is limited to a total of three attempts.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Progression Requirements for the MSC/MFCT
Students in the MSC/SC program must provide verification of fingerprint clearance before completing Portfolio II.

Degree Requirements for the MSC/MFCT
The requirements for this program are the following:
• The completion of the University major course of study. The minimum credit hours of the major course of study must be completed at the University to meet the residency requirements.
• A minimum program grade point average (GPA) of 3.0.
• Completion of all clinical courses with a grade of "B" (3.0) or better. Clinical coursework is defined as:

CNSL 516 ................................................................. 3 credits
Legal and Ethical Issues in Counseling
CNSL 526 ................................................................. 3 credits
Introduction to Clinical Assessment & Diagnosis
CNSL 539 ................................................................. 3 credits
Psychopathology: Advanced Clinical Assessment
CNSL 547 ................................................................. 3 credits
Individual Counseling
CNSL 561 ................................................................. 3 credits
Group Counseling
CNSL 592 ................................................................. 3 credits
Counseling Practicum
CNSL 597A ................................................................. 3 credits
Internship
CMHC 581 ................................................................. 3 credits
Family, Couple, and Child Counseling
CMHC 597 A/B/C ...................................................... 3 credits
Internship
MFCC 536 ................................................................. 3 credits
Child Therapy
MFCC 551 ................................................................. 3 credits
Legal & Ethical Issues in Marriage and Family Therapy
MFCC 561 ................................................................. 3 credits
Family Interventions
MFCC 566 ................................................................. 3 credits
Advanced Marriage and Family Therapy
MFCC 597 A/B/C ...................................................... 3 credits
Internship
MFCC 598 A/B .......................................................... 3 credits
Internship

Prior to graduation, Master of Counseling students in the MSC/MFCT program are required to complete the Counselor Preparation Comprehensive Examination (CPCE), or another assessment/examination instrument, as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination the first internship of the MSC program. Completion of this assessment is a non-waivable requirement for degree completion and graduation.

Course Waivers for the MSC/MFCT
Students in this program may waive a maximum of 9 credits (not to exceed 3 University courses) from their major course work.
• 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 accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten years 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.

Portfolios, Practicums, and Internships and CNSL 561 may not be waived.
The following courses may not be waived: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597A, CNSL 597B, CMHC 581, CMHC 597A, CMHC 597B, CMHC 597C, MFCC 536, MFCC 551, MFCC 561, MFCC 566, MFCC 597A, MFCC 597B, MFCC 597C, MFCC 598A, MFCC 598B

Academic Standing for the MSC/MFCT
• Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
• Academic probation will be removed when a student achieves a program grade point average (GPA) 3.0 or better within the probationary period.
• Academic Disqualification results when students fail to clear an academic probation status within the probationary period of four consecutive courses.
• MSC students will be placed on Scholastic Disqualification if a minimum grade of "B" (3.0) is not attained in a clinical course. If a student repeats a clinical course due to receiving a grade that is less than a "B" (less than 3.0), and does not receive a grade of "B" or better the second time, the student will be permanently withdrawn from the Master of Counseling programs.
• 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 faculty member and the Director of Academic Affairs.
• 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 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 six months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be permanently withdrawn from the Master of Science in Counseling programs.
• Students who have been placed on Academic Disqualification or Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by the Director of Academic Affairs and the appropriate Dean.
The foundation of today’s technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem solving skills that form the basis for lifelong learning.

The College of Natural Sciences offers a variety of courses in natural, environmental, and life sciences as well as programs in health administration, environmental sciences, and biology.

Master of Health Administration

The following Master of Health Administration (MHA) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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 empowered to influence the destiny of the global 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, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and speciality area through the completion of a curriculum that provides students with the latest theories and 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.

MHA Required Course of Study

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

HCS 504 ~ ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
HCS 587 ~ ................................................................. 3 credits
Creating Change within Organizations
HCS 531 ~ ................................................................. 3 credits
Health Care Organizations and Delivery Systems
HCS 539 ~ ................................................................. 3 credits
Marketing for Health Care
HCS 577 ~ ................................................................. 3 credits
Financial Management in Health Care
HCS 588 ~ ................................................................. 3 credits
Measuring Performance Standards
HCS 545 ~ ................................................................. 3 credits
Health Law and Ethics
HCS 533 ~ ................................................................. 3 credits
Health Information Systems
HCS 514 ~ ................................................................. 3 credits
Managing Today’s Health Care Organizations
HCS 535 ~ ................................................................. 3 credits
Population Health
HCS 552 ~ ................................................................. 3 credits
Health Care Economics
HCS 525 ~ ................................................................. 3 credits
Leadership
HCS 567 ~ ................................................................. 3 credits
Entrepreneurship in Health Care
HCS 549 ~ ................................................................. 3 credits
Evaluation Methodology
HCS 586 ~ ................................................................. 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA

• 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.

• A minimum equivalent of three (3) years of full-time, post-high school professional work or volunteer experience, within the past ten years, of which one year must be in health care.

All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA

The degree completion requirements for this program are as follows:

• Completion of the required course of study with a minimum program grade point average (GPA) of 3.0.

• Students must take courses within a sequence specified by course prerequisite requirements.

Course Waivers for the MHA

Students may waive a maximum of nine (9) credits (not to exceed three (3) University courses) from their required course of study on the basis of prior graduate-level college 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 following Master of Health Administration (MHA) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

MHA/ED Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing 1 credit
HCS 587 ~ Creating Change within Organizations 3 credits
HCS 531 ~ Health Care Organizations and Delivery Systems 3 credits
HCS 539 ~ Marketing for Health Care 3 credits
HCS 577 ~ Financial Management in Health Care 3 credits
HCS 588 ~ Measuring Performance Standards 3 credits
HCS 545 ~ Health Law and Ethics 3 credits
HCS 533 ~ Health Information Systems 3 credits
HCS 514 ~ Managing in Today’s Health Care Organizations 3 credits
HCS 535 ~ Population Health 3 credits

HCS 552 ~ Health Care Economics 3 credits
HSN 540 ~ Teaching and Learning Strategies 3 credits
HSN 548 ~ Role of the Health Care/Nursing Educator 3 credits
HSN 544 ~ Design and Process of Curriculum Development 3 credits
HSN 552 ~ Assessment and Evaluation of Learning 3 credits

Additional Admission Requirements for the MHA

- 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.
- A minimum equivalent of three (3) years of full-time, post-high school professional work or volunteer experience, within the past ten years, of which one year must be in health care.

All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA/ED
The degree completion requirements for this program are as follows:

- Completion of the required course of study with a minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

Course Waivers for the MHA/ED
Students may waive a maximum of nine (9) credits (not to exceed three (3) University courses) from their required course of study on the basis of prior graduate-level college 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 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 of application to the University 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.

The following courses may not be waived in the MHA program:
HCS 504, HCS 586, HSN 552, HCS 565
Master of Health Administration/Gerontology

The following Master of Health Administration/Gerontology (MHA/GER) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

This program is designed to provide health care professionals with diverse interdisciplinary backgrounds with the knowledge and process of aging. Content is designed to provide students with relevant information related to the physical, mental, and social aspects of gerontology as well as human services, economic and legal factors that influence elders.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for well elders as well as those elders compromised by chronic illnesses or disabilities. Career opportunities are increasing and are not limited to just long term care. Business, industry, community health, federal and local governments and professional organizations will look to include workers prepared to understand the needs of this population as a major consumer of their products and services.

MHA/GER Required Course of Study

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

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing
HCS 587 ~ Creating Change within Organizations
HCS 531 ~ Health Care Organizations and Delivery Systems
HCS 539 ~ Marketing for Health Care
HCS 577 ~ Financial Management in Health Care
HCS 588 ~ Measuring Performance Standards
HCS 545 ~ Health Law and Ethics
HCS 533 ~ Health Information Systems
HCS 514 ~ Managing in Today's Health Care Organizations
HCS 535 ~ Population Health
HCS 552 ~ Health Care Economics
HCS 548 ~ Foundations of Gerontology

HCS 551 ~ Biological and Psychological Aspects of Aging
HCS 557 ~ Social and Cultural Aspects of Aging
HCS 565 ~ Organization and Management of Aging Services

Additional Admission Requirements for the MHA/GER

- 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.
- A minimum equivalent of three (3) years of full-time, post-high school professional work or volunteer experience, within the past ten years, of which one year must be in health care.

All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA/GER

The degree completion requirements for this program are as follows:

- Completion of the required course of study with a minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

Course Waivers for the MHA/GER

Students may waive a maximum of nine (9) credits (not to exceed three (3) University courses) from their required course of study on the basis of prior graduate-level college 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 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 of application to the University 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.

The following courses may not be waived in the MHA program:
HCS 504, HCS 586, HSN 552, HCS 565
Master of Health Administration/Informatics

The following Master of Health Administration/Informatics (MHA/INF) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

This program specialization is designed for health care and nursing professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with no background in informatics receive an overview of informatics as it relates to delivery within a health care facility. The program is designed to provide the learner with current knowledge in concepts of health care informatics, systems life cycle, and data management.

MHA/INF Required Course of Study

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

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing

HCS 587 ~ Creating Change within Organizations

HCS 531 ~ Health Care Organizations and Delivery Systems

HCS 539 ~ Marketing for Health Care

HCS 577 ~ Financial Management in Health Care

HCS 588 ~ Measuring Performance Standards

HCS 533 ~ Health Information Systems

HCS 545 ~ Health Law and Ethics

HCS 514 ~ Managing in Today’s Health Care Organizations

HCS 535 ~ Population Health

HCS 552 ~ Health Care Economics

HCI 500 ~ Concepts of Health Care Informatics

HCI 510 ~ Systems Life Cycle

HCI 520 ~ Data Management and Design

Additional Admission Requirements for the MHA/INF

• 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.

• A minimum equivalent of three (3) years of full-time, post-high school professional work or volunteer experience, within the past ten years, of which one year must be in health care.

All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA/INF

The degree completion requirements for this program are as follows:

• Completion of the required course of study with a minimum program grade point average (GPA) of 3.0.

• Students must take courses within a sequence specified by course prerequisite requirements.

Course Waivers for the MHA/INF

Students may waive a maximum of nine (9) credits (not to exceed three (3) University courses) from their required course of study on the basis of prior graduate-level college 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 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 of application to the University 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.

The following courses may not be waived in the MHA program:

HCS 504, HCS 586, HSN 552, HCS 565
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The University of Phoenix School of Business offers the Master of Business Administration and Master of Management. Although only one MBA degree may be earned, MBA students may choose to pursue the MBA or a concentration in a variety of areas.

**Master of Business Administration**

The following Master of Business Administration (MBA) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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.

The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the required course of study.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses.

All students must satisfy the MBA required areas. Concentration courses marked with an asterisk (*) may be used to satisfy these required areas.

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

**MBA Required Course of Study**

MGT 521 ................................................................. 3 credits  
Management  
HRM 531 ~ .......................................................... 3 credits  
Human Capital Development  
LAW 531 ~ ............................................................ 3 credits  
Business Law  
LDR 531 ~ ............................................................ 3 credits  
Organizational Leadership  
QRB 501 ............................................................ 3 credits  
Quantitative Reasoning for Business  
ECO 561 ~ ............................................................ 3 credits  
Economics  
ACC 561 ~ ............................................................ 3 credits  
Accounting  
QNT 561 ~ ............................................................ 3 credits  
Corporate Finance  
OPS 571 ~ ............................................................ 3 credits  
Marketing  
STR 581 ~ ............................................................ 3 credits  
Strategic Planning and Implementation  

**Concentration in Accounting**

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 examination. 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.

**Concentration in Global Management**

*ECO GM561 ~ ............................................................ 3 credits  
International Economics  
*OPS GM571 ~ ............................................................ 3 credits  
International Operations Management
Concentration in Technology Management

*FIN GM571 ~ ................................................................. 3 credits
International Corporate Finance
*MKT GM571 ~ ............................................................. 3 credits
International Marketing
*STR GM581 ~ .............................................................. 3 credits
International Strategic Planning & Implementation
CAP GM591 ~ ............................................................. 3 credits
Cases in Cross-Border Management

Concentration in Health Care Management

*ECO HC561 ~ ............................................................... 3 credits
Economics in Health Care
*ACC HC561 ~ .............................................................. 3 credits
Accounting in a Health Care Environment
*QNT HC571 ~ .............................................................. 3 credits
Applied Research & Statistics in Health Care
*OPS HC571 ~ .............................................................. 3 credits
Health Care Operations Management
*FIN HC571 ~ .............................................................. 3 credits
Health Care Finance
HCS 578 ~ .................................................................... 3 credits
Ethical, Legal & Regulatory Issues in Health Care

Concentration in Human Resources Management

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 595 ~ ............................................................... 3 credits
Human Resource Capstone Course
HRM 554 ~ ............................................................... 3 credits
Occupational Health and Safety

Concentration in Marketing

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
Product Design and Development

Concentration in Technology Management

COM TM541 ~ ............................................................ 3 credits
Communications for Managers of Technology
*QNT TM561 ~ ............................................................ 3 credits
Research & Statistics for Process Control
*OPS TM571 ~ ............................................................ 3 credits
Operations Management in Technology
*MKT TM571 ~ ............................................................ 3 credits
Marketing High Technology Products

*FIN GM571 ~ ................................................................. 3 credits
International Corporate Finance
*MKT GM571 ~ ............................................................. 3 credits
International Marketing
*STR GM581 ~ .............................................................. 3 credits
International Strategic Planning & Implementation
CAP GM591 ~ ............................................................. 3 credits
Cases in Cross-Border Management

Concentration in Project Management

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

Concentration in Energy Management

MGT EM561 ~ ............................................................. 3 credits
Energy Sector Management
FIN EM571 ~ ............................................................. 3 credits
Financial Management in the Energy Sector
ECO EM561 ~ ............................................................. 3 credits
Energy Economics
MKT EM571 ~ ............................................................. 3 credits
Marketing Energy
STR EM581 ~ ............................................................. 3 credits
Strategic Planning and Implementation for the Energy Sector

Concentration in Small Business Management

ACC SB561 ~ ............................................................. 3 credits
Small Business Accounting
FIN SB571 ~ ............................................................. 3 credits
Small Business Finance
MKT SB571 ~ ............................................................. 3 credits
Small Business Marketing
STR SB581 ~ ............................................................. 3 credits
Implementing Business Strategy
ACC SB591 ~ ............................................................. 3 credits
Small Business Risk and Tax Management

The University reserves the right to modify the required course of study as necessary. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

• 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 MBA

The degree requirements for this program are as follows:

- A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.
- All program requirements must be completed within 54 attempted graduate credits.
- Completion of at least 24 credit hours of the required course of study to meet University residency requirements. Please see Course Waiver section.
- A minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Students must request a concentration be recorded prior to degree conferral. A concentration cannot be applied post graduation.
- The diploma for the Master of Business Administration program will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the MBA

- MGT 521 must be the first course taken.
- The competency course, QRB 501, must be satisfied prior to progressing in courses in Economics, Managerial Accounting, Applied Business Research & Statistics, Operations Management, Corporate Finance, Marketing, and Strategic Planning & Implementation.
- Students who satisfied the competency course, QRB 501, with 15 credits of undergraduate or graduate coursework in the quantitative field, and subsequently are placed on Academic Probation may be counseled by their Academic Advisor to consider enrolling in QRB 501 prior to progressing further into their MBA core.
- Students who are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete the QRB 501 upon re-entry prior to taking additional courses.
- Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Course Waivers for the MBA

Students satisfying course requirements through an approved course waiver using transfer coursework with different credit values are not required to make up the credits to graduate. However, courses may not be less than .33 semester credits than the course they are waiving (e.g., a course converted from the quarter hour system must be at least 2.67 semester credits to waiver a 3-credit course).

- A QRB 501 Waiver Request Form must be submitted listing 15 credits of the quantitative courses requested to satisfy the requirement to waive QRB 501.
- Students may also waive a maximum of nine (9) credits in the MBA on the basis of prior graduate-level college coursework. The QRB 501 waiver does not apply toward the 9-credit waiver maximum.

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.

The following courses may not be waived: MGT 521, STR 581

Master of Management

The following Master of Management (MM) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Management program is designed to enhance the management skills students need to function effectively within an organization. Students learn to synthesize business concepts and practices presented in this program to develop solutions for specific managerial situations found within the organizational environment. Areas of focus include development of human capital, fostering creativity, innovation through organizational design, and managing in a cross-cultural environments.

The Master of Management program at University of Phoenix utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information-utilization, and critical-thinking skills. They are assessed on the basis of their use of the problem-solving process (which employs a general rubric) as well as their communication and critical-thinking skills during their presentations. Learning teams will apply the principles of benchmarking throughout the program to research the most creative solutions to a problem. This will enrich the alternatives that learners consider in evaluating possible solutions to the problems.

Throughout the program, students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. Students gain experience in distilling a situation into a well-defined problem; applying tools and concepts to analyze a variety of alternative solutions; and selecting and defending their recommended course of action.

The MM program consists of 39 credit hours and includes three proficiency courses (MMPBL 501, MMPBL 502, and MMPBL 503), which may be satisfied in one of the following ways:

- Undergraduate business degree conferred within the past 10 years; or
- Comparable undergraduate business coursework that meets the University’s standard course waiver criteria; or
• Comparable graduate business coursework that meets the University’s standard course waiver criteria -- only if no undergraduate business coursework can be applied.

Students may also waive up to an additional nine credits using graduate courses that meet the University’s standard course waiver criteria. There is a minimum residency requirement of 21 credits to complete the MM program.

**MM Required Course of Study**

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>
</tr>
</thead>
<tbody>
<tr>
<td>MMPBL 500</td>
<td>Foundations of Problem-Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 501</td>
<td>Forces Influencing Business in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 502</td>
<td>Managing the Business Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 503</td>
<td>Introduction to Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 520</td>
<td>Transformational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 530</td>
<td>Human Capital Development</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 540</td>
<td>Implementing Organizational Initiatives</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 550</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 560</td>
<td>Creativity, Innovation, and Organizational Design</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 570</td>
<td>Managing in a Cross-Cultural Environment</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 580</td>
<td>Corporate Governance</td>
<td>3</td>
</tr>
<tr>
<td>MMPBL 590</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Additional Admission Requirements for the MM**

• 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.

• 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 MM**

The degree completion requirements for this program are as follows:

• The completion of the University required course of study. The following minimum credit hours of the required course of study must be completed at the University to meet University residency requirements.

• The first 3 graduate-level proficiency courses (9 credits) may be satisfied with an undergraduate business degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework.

• The student may waive 3 of the remaining graduate courses (9 credits) with graduate coursework.

• A minimum program grade point average (GPA) of 3.0.

• Students must take courses within a sequence specified by course prerequisite requirements.

**Progression Requirements for the MM**

The proficiency courses, MMPBL 501, MMPBL 502, and MMPBL 503, must be satisfied prior to progressing into the MM Core. The MM proficiency courses may be satisfied in the following ways:

• Successful completion of the UOPX courses, MMPBL 501, MMPBL 502, and MMPBL 503.

• Successful completion of a undergraduate business degree 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.

• Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework.

• Students who satisfied proficiency courses with an undergraduate business degree, or coursework, and subsequently are placed on Academic Probation will be counseled to consider enrolling in the MM proficiency courses (MMPBL 501, 502, 503) prior to progressing further on to their MM core.

• Students who are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete one or more of the three proficiency courses upon re-entry prior to taking additional core courses.
Proficiencies and Course Waivers for the MM
Eligible students may satisfy the three proficiency courses (MMPBL 501, MMPBL 502, and MMPBL 503) and waive a maximum of 9 credits in the MM Core.

Undergraduate
Students with an undergraduate business degree earned in the last 10 years, that meets all requirements, may satisfy the 3 proficiency courses, MMPBL 501, MMPBL 502, and MMPBL 503.

In order to satisfy the proficiency courses (MMPBL 501, MMPBL 502, MMPBL 503) with an undergraduate business degree, the student must have completed a previous undergraduate business degree that meets the following criteria:
- The degree must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university;
- The degree must have been completed within the past ten (10) years of application to the University with a grade of “B” (3.0) or better;
- A Proficiency Waiver Request Form must be submitted listing the degree information and the proficiency courses requested to be satisfied as some students may wish to complete one or more of the proficiency courses to improve their ability to succeed in the MM Core.

Students with non-business degrees may satisfy the first 3 undergraduate-level proficiency courses (9 credits) with undergraduate business coursework. Acceptable University of Phoenix and Transfer Courses that Satisfy Proficiency
In order to satisfy a proficiency course (MMPBL 501, MMPBL 502, MMPBL 503) with an undergraduate or graduate business course, 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, foreign equivalency, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years 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 specialization courses may not be waived from the MM degree program/versions: MMPBL 500, MMHRM 591, MMHRM 592, MMPA 591, MMPA 592

Master of Science in Accountancy
The following Master of Science in Accountancy (MSA) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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.

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 and 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 as necessary.

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 completion requirements for this program are the following:

- The completion of the University required course of study. The following minimum credit hours of the required course of study must be completed at the University to meet University residency requirements.
- A minimum program grade point average (GPA) of 3.0.

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.

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 within the past ten (10) years of application to the University.
- 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 within the past ten (10) years of application to the University.
- 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 (not to exceed three (3) University courses) on the basis of prior graduate-level college coursework. The competency waivers do not apply toward the 9 credits waiver maximum.

In order to waive a course in the required course of study, the student must have completed a previous graduate level 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, and must have been completed within the past ten (10) years of application to the University, 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.

Accounting Theory & Research (ACC 541) will not be waived from the degree program.
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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 is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the role of business systems within the organization, to understand and apply the principles of systems analysis and design, to analyze and evaluate information technologies, and to create project, risk, and information systems strategic plans.

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

**MIS Required Course of Study**

- COM 526... ................................................................. 3 credits
- Managerial Communication
- BSA 500 ~ ................................................................. 3 credits
- Business Systems I
- BSA 502 ~ ................................................................. 3 credits
- Business Systems II
- CSS 561 ~ ................................................................. 3 credits
- Programming Concepts
- CMGT 555 ~ ............................................................ 3 credits
- Systems Analysis & Development
- CMGT 575 ~ ............................................................ 3 credits
- CIS Project Management
- DBM 500 ~ ................................................................. 3 credits
- Database Concepts
- NTC 500 ~ ................................................................. 3 credits
- Networking Concepts
- CMGT 579 ~ ............................................................ 3 credits
- CIS Risk Management
- CMGT 578 ~ ............................................................ 3 credits
- CIS Strategic Planning

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

**Additional Admission Requirements for the MIS**

- 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.

- 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**

Students in the graduate business programs must fulfill the following requirements to graduate:

- Completion of the required course of study with a minimum grade point average of “B” (3.0).

- Completion of the University’s Comprehensive Cognitive Assessment (COCA) post-test as part of the University’s Adult Learning Outcomes Assessment (ALOA).

**Course Waiver Policy for the MIS**

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 21 graduate level credits at the University.

The following course in the required course of study may not be waived: CMGT 578, COM 526

Students in this program may waive a maximum of nine (9) credits from their major course schedule.

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 of application to the University with a grade of “B” (3.0) or higher

- 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 reserves the right to modify the required course of study.
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The College of Health and Human Services is within the Artemis School and was established to respond to the educational needs of registered nurses and health care professionals. The College offers working nurses and health care professionals opportunities to participate in degree programs developed to broaden their professional horizons. These programs are designed specifically for nurses and health care professionals who desire a repertoire of skills and knowledge necessary to respond effectively to today’s dynamic health care environment. They also equip students with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel.

Each program has a blend of theory and practice which fosters a learning environment that allows students to build their knowledge base and to effectively and creatively apply what they have learned.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care. In addition, there is a MSN/FNP Program and FNP Post-Masters Certificate available at selected University of Phoenix campuses.

The MSN/MHA and MSN/MBA/HCM Dual Degree Programs allow nurses to blend advanced nursing concepts with business and management skills need in health care today.

**International Nursing Honor Society**

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarships, knowledge, and technology to improve 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 and Human Services. 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, and 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 120,000 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 424 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 3,000 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.omicron-delta.net.

**Academic Policies for the College of Health and Human Services-Nursing**

**Student Retention**

Candidates in a College of Health and Human Services program 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, clients, and others 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 and Human Services 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 and Human Services 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.

When it is determined by faculty, campus staff, or campus management that a candidate fails 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.

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

The following Master of Science in Nursing (MSN) program is approved to be offered at these University of Phoenix campus locations: Phoenix, Northern Mariana Islands, Guam, and US Virgin Islands. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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 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, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in specific area of content or advanced practice role. Thirty-nine credits are required for completion of the degree. The MSN program is 39 credits. The course sequence will be completed in the order determined by the University. The University reserves the right to modify the required course of study. All course work must be completed satisfactorily or be repeated. All courses in which an “F” was earned must be repeated.

*One DuPont Circle NW, Suite 530, Washington DC 20036-1120; (202) 887-6791.

MSN Required Course of Study

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.

- HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing
- NUR 513 ~ Theoretical Foundations of Practice
- NUR 518 ~ Analysis of Research Reports
- NUR 531 ~ Influencing the Future of Nursing and Health Care
- HCS 587 ~ Creating Change Within Organizations
- NUR 544 ~ Population-Focused Health Care
- NUR 590A/B ~ Nursing Practicum
- HCS 571 ~ Financial Resource Management
- NUR 587 ~ Leadership and Management in Nursing and Health Care
- NUR 542 ~ Dynamic of Family Systems
- NUR 598 ~ Research Utilization Project

HCS 588 ~ Measuring Performance Standards
HCS 578 ~ Ethical, Legal, and Regulatory Issues in Health Care
NUR 588 ~ Developing and Evaluating Educational Programs

The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses in which an “F” was earned must be repeated.

Additional Admission Requirements for the MSN

- 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.
- 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 continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. 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

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

Academic Progression Requirements for the MSN

Students enrolling in the bridge program must complete the three MSN bridge courses (NUR 402, NUR 429, NUR 464) with a “C” or better, before enrolling in NUR 513 (Theoretical Foundations of Practice).

If students do not pass the three courses with a “C” or better, they will be placed on SD. They will be allowed to retake each course once, and if not completed satisfactorily (C or better) at the end of the three courses, they will be placed on AD and will not be able to continue in the MSN program.

Degree Completion Requirements for the MSN

The degree requirements for this program are the following:

- The completion of a minimum of 30 credits of the graduate-level required course of study to meet University residency requirements. The MSN degree program has a 39 credit graduate-level Required Course of Study and 9 credits may be waived on the basis of transfer credit.
The student must complete (or waive) the 9 credits for the MSN undergraduate Bridge Courses, in addition to completing a minimum of 30 credits of the graduate-level required course of study.

- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of NUR 598, NUR 590A and NUR 590B (Nursing Practicum) with a B or better is required. Students who do not pass these classes with a grade of 'B' or better will be academically disqualified (SD status). 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 academic suspension (SS status). Appeals through SAC for readmission to the program will not be accepted by the College of Health and Human Services.

- Students must start NUR 590B within 14 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. A one-time exception of a 6-month extension may be requested upon recommendation of the CCC and Faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.

### Course Waivers for the MSN

Students in this program may waive a maximum of 9 credits (not to exceed 3 University courses) from their required course schedules through transfer:

- 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 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 of application to the University 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.

- The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A/B

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### Master of Science in Nursing and Health Care Education

The following Master of Science in Nursing and Health Care Education (MSN/ED) program is approved to be offered at the University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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 specialization is also available as a certificate program 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.

The MSN/ED program is 42 credits. The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses in which an "F" was earned must be repeated.

#### MSN/ED Required Course of Study

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.

- **HCS 504** .......................................................... 1 credit
  - Introduction to Graduate Study in Health Sciences/Nursing
- **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 544** .......................................................... 3 credits
  - Population-Focused Health Care
- **HSN 544** .......................................................... 3 credits
  - Design and Process of Curriculum Development

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NUR 590A/B ~ ................................................................. 3 credits
Nursing Practicum
HCS 571 ~ ................................................................. 3 credits
Financial Resource Management
NUR 587 ~ ................................................................. 3 credits
Leadership and Management in Nursing and Health Care
NUR 542 ~ ................................................................. 2 credits
Dynamic of Family Systems
NUR 598 ~ ................................................................. 3 credits
Research Utilization Project
Specialization
HSN 548 ................................................................. 3 credits
Role of the Health Care/Nursing Educator
HSN 540 ................................................................. 3 credits
Teaching and Learning Strategies
HSN 552 ................................................................. 3 credits
Assessment and Evaluation of Learning
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 placement at an
approved agency. There is a minimum 60 hours applied practicum
required. A minimum of 21 graduate credits must be completed
before enrollment in the Practicum course.

Additional Admission Requirements for the MSN/Ed
• 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.
• A cumulative grade point average (GPA) of 2.5 on the
undergraduate degree posted transcript is required for
admission.
• Applicants must reside in the continental United States or in one
of the US Territories with documentation of a valid,
unrestricted, unencumbered RN license. 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

Note: Nurses with a Puerto Rico License must obtain US licensure 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.

Academic Progression Requirements for the MSN/Ed
Students enrolling in the bridge program must complete the three
MSN bridge courses (NUR 402, NUR 429, NUR 464) with a "C" or
better, before enrolling in NUR 513 (Theoretical Foundations of
Practice).
If students do not pass the three courses with a "C" or better, they
will be placed on SD. They will be allowed to retake each course
once, and if not completed satisfactorily (C or better) at the end of
the three courses, they will be placed on AD and will not be able to
continue in the MSN program.

Degree Requirements for the MSN/Ed
The degree requirements for this program are the following:
• The completion of a minimum of 33 credits of the graduate-level
required course of study to meet University residency
requirements. The MSN/ED degree program has a 42 credit
graduate-level Required Course of Study and 9 credits may be
waived on the basis of transfer credit.
• The student must complete (or waive) the 9 credits for the
MSN/ED undergraduate Bridge Courses, in addition to
completing a minimum of 33 credits of the graduate-level
required course of study.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion of NUR 598, NUR 590A and NUR 590B
(Nursing Practicum) with a B or better. Students who do not
pass these classes with a grade of ‘B’ or better will be
scholastically disqualified (SD status). 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 the Student Appeals Center (SAC) for
readmission to the program will not be accepted by the College
of Health and Human Services
• Students must start NUR 590B within 14 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. A
one time exception of a 6 month extension may be requested,
upon recommendation of the CCC and Faculty and approval of the
Associate Dean. No further extensions will be granted
beyond this exception.

Course Waivers for the MSN/Ed
Students in this program may waive a maximum of 9 credits (not
to exceed 3 University courses) from their required course sched-
ules through transfer.
• In order to waive a course in the required course of study,
students must have completed a previous course which meets
the following criteria:
  • The course must have been completed and transcripted from
a regionally accredited, or approved nationally accredited,
candidate for accreditation, college or university.
  • The course must have been completed within the past ten
(10) years of application to the University 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.

The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A/B

**Master of Science in Nursing/Family Nurse Practitioner**

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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. The MSN/FNP program is 46 graduate credits. 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.

*One DuPont Circle NW, Suite 530, Washington DC 20036-1120; (202) 887-6791.

**MSN/FNP Required Course of Study**

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.

- HCS 504 ................................................................. 1 credit
- Introduction to Graduate Study in Health Sciences/Nursing
- NUR 513.................................................................. 3 credits
- Theoretical Foundations of Practice
- NUR 518 ~ ................................................................. 3 credits
- Analysis of Research Reports
- NRP 505 ~ ☒.............................................................. 3 credits
- Role of the Advanced Practice Nurse
- NUR 550 ~ ☒ .............................................................. 3 credits
- Issues in Advanced Practice
- HCS 510 ~ ☒ .............................................................. 4 credits
- Advanced Pathophysiology
- HCS 507 ~ ☒ .............................................................. 3 credits
- Advanced Pharmacotherapeutics
- NRP 514 ~ ☒ .............................................................. 4 credits
- Advanced Health Assessment
- NRP 545A ~ ☒ .............................................................. 4 credits
- Adult and Geriatric Management
- NRP 551 ~ ☒ .............................................................. 1 credit
- Clinical Procedures
- NRP 545B ~ ☒ .............................................................. 4 credits
- Adult and Geriatric Management
- NRP 560 ~ ☒ .............................................................. 4 credits
- Management of Women’s Health Issues
- NRP 540 ~ ☒ .............................................................. 4 credits
- Management of Pediatric and Adolescent Populations
- NRP 565 ~ ☒ .............................................................. 4 credits
- Preceptorship

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

**Additional Admission Requirements for the MSN/FNP**

- 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.
- A minimum of three years of full-time, post high school work or volunteer experience within the past ten years, of which two years must be in clinical based RN experience, and the remaining one year can be fulfilled with health care experience.
- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript is required for admission.
- Complete required essay signed by the Campus Nurse Practitioner program manager.
- Current employment in a nursing role, or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. 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

**Note:** Nurses with a Puerto Rico License must obtain US licensure for admission.

- A signed Professional Non-Academic Requirement form.
- A signed Criminal Background Check Disclosure form.

**Academic Progression Requirements for the MSN/FNP**

- All students must earn a minimum grade of “B” in the following NP courses or they will be placed on Scholastic Disqualification:
  - NRP 505, NRP 514, NRP 540, NRP 545A, NRP 551, NRP 545B, NRP 560, NRP 565, HCS 510, HCS 507
Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, NUR 550, NRP 514, 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 565.

Following successful completion of the preceding courses, students can progress to NRP/565, (Preceptorship).

Students enrolling in the bridge program must complete the three MSN/FNP bridge courses (NUR 402, NUR 429, NUR 464) with a "C" or better, before enrolling in NUR 513 (Theoretical Foundations of Practice).

If students do not pass each of the three courses with a "C" or better, they will be placed on SD. They will be allowed to retake each course once, and if not completed satisfactorily (C or better) at the end of the three courses, they will be placed on AD and will not be able to continue in the Nurse Practitioner program.

All student 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:
  - Hepatitis B immunization or titer (or signed University of Phoenix declination form).
  - Negative TB skin test or UOPX TB symptom survey questionnaire.
  - 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.
- A signed Exam Release form.

**Minimum Grade Requirements for the MSN/FNP**

A student may only repeat one nurse practitioner course one time. If a grade of "B" (3.0) or better is not attained when the nurse practitioner course is repeated, the student will be permanently withdrawn, scholastically suspended, from the program.

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.

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**

The degree requirements for this program are the following:

- The completion of a minimum of 37 credits of the graduate-level required course of study to meet University residency requirements. The MSN/FNP degree program has a 46 credit graduate-level Required Course of Study and 9 credits may be waived on the basis of transfer credit.
- The student must complete (or waive) the 9 credits for the MSN/FNP undergraduate Bridge Courses, in addition to completing a minimum of 37 credits of the graduate-level required course of study.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship (NRP 565).

**Course Waivers for the MSN/FNP**

Students in this program may waive a maximum of 9 credits from their required course schedules based upon faculty review of previous nurse practitioner coursework or equivalent.

In order to waive a course in the Nurse Practitioner major, students must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years of application to the University 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.

In Arizona, Waiver of Advanced Pharmacotherapeutics course must be reviewed by NP program coordinator and must meet a two year completion requirement.

NRP 565-The Preceptorship and HCS 504 -Introduction to Graduate Study in Health Sciences/Nursing, will not be waived from the degree program.
The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programs include several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

The College of Education works closely with other departments responsible for providing and administering academic preparation at the University as well as the University’s Student Code of Conduct. These degree candidates participate in one or more field placements as part of their academic program. As prospective educators/administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct. The following Supplemental Standards for Candidates in College of Education Programs (“Supplemental Standards”) apply to these degree candidates before, during, and after their field placements. The Supplemental Standards address a candidate’s affective attributes and disposition to be an educator/administrator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate’s ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. 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 (CCC), Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.

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

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

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

**Admission Requirements**

All applicants to this program are expected to meet the following admission requirements:

- A completed and signed graduate application and application fee
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students are required to submit immunization information to the University, if required in the state in which they reside, according to applicable University procedures. Unless state laws require otherwise, any student who does not comply with this requirement will be allowed to complete only the course in which they are currently registered and will not be allowed to enroll in subsequent courses until any required vaccination is obtained and/or required affirmation is provided to the University.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED administered in English.
• Equivalent of a U.S. high school diploma from a country in which English is the official language.
• Applicants who reside in the United States must meet one of the following requirements:
  • Be a legal resident of the United States
  • Have been granted permanent residency
  • Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  • Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
  • Applicants who reside in Canada must meet one of the following requirements:
    • Be a legal resident of Canada
    • Be a landed immigrant
  • Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.
  • A signed New Student Checklist may be required
  • A signed Enrollment/Disclosure Agreement.

**Master of Arts in Education with a Specialization in Administration and Supervision**

The following Master of Arts in Education (MAEd) program with a specialization in Administration and Supervision is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education degree program with a specialization in Administration and Supervision is designed for educators interested in gaining knowledge and expertise in the area of school administration. The program curriculum is focused on education finance, school law, the role of the principal, curriculum design, and supervision of personnel. This program also includes an internship experience in school administration at the principal level.

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

**MAED/ADM Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>EDD 569</td>
<td>Introduction to Action Research</td>
<td>2</td>
</tr>
<tr>
<td>EDD 520</td>
<td>Critical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>QNT 575</td>
<td>Measurement, Evaluation &amp; Ethics in Research</td>
<td>2</td>
</tr>
<tr>
<td>SEI 500</td>
<td>Structured English Immersion</td>
<td>3</td>
</tr>
</tbody>
</table>

EDA 564 ................................................................. 3 credits
The Role and Functions of the Principal
EDA 590A ................................................................. 1 credit
Administrative Internship
EDA 538 ................................................................. 3 credits
Education Finance and Budgeting
EDA 577 .................... ........................................ 3 credits
Action Research
EDA 545 ................................................................. 3 credits
School Law for Educators
EDA 550 ................................................................. 3 credits
Human Resources Management in Education
EDA 554 ................................................................. 3 credits
Instructional Program Management and Evaluation
EDA 590B ................................................................. 3 credits
Instructional Research
CUR 558 ................................................................. 3 credits
Foundations of Curriculum and Instruction
EDA 532 ................................................................. 3 credits
Human Relations and Organizational Behavior in Education
EDA 590C ~ ......................................................... 3 credits
Administrative Internship
EDD 580 ~ ............................................................... 2 credits
Applications of Action Research
The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the MAEd/ADM**

The requirements for admission to this program are as follows:

• An undergraduate degree from a regionally accredited college or university or equivalent undergraduate 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 minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience including 18 months of instructional experience in a P-12 setting.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Progression Requirements for the MAEd/ADM**

The Administrative Internship is a rigorous application of learned concepts and skills that takes place in an educational setting, most often a school, where the internship students work directly with administrators in the domains of leadership, curriculum and instruction, management, community issues, and human resources issues. Each student is required to complete the administrative internship documenting a minimum of hours during the experience. Each state’s requirement for these hours will vary; each campus must follow the guidelines within their state.

A candidate must earn a grade of "B" (3.0) or better in the following Internship courses (grades of "B-" are not accepted): EDA 590A, EDA 590B, EDA 590C
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 permanently withdrawn from program.

Degree Requirements for the MAED/ADM

The degree completion requirements for the program are as follows:

- Passing scores on state Administrator Proficiency Assessment (if applicable).
- The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the action research project.
- Satisfactory completion of any required internship and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.

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.

Course Waivers for the MAED/ADM

Students may waive a maximum of six (6) credits (not to exceed two (2) University courses) from their required course of study on the basis of prior graduate-level college 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 approved nationally accredited college or university;
- The course must have been completed within the past five years of application to the University 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 request in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses will not be waived from the degree program:

COM 516, EDA 590A, EDA 590B, EDA 590C, EDD 569, EDD 577, EDD 580

Internship for the MAED/ADM

The Administrative Internship is a rigorous application of learned concepts and skills that takes place in an educational setting, most often a school, where the internship students work directly with administrators in the domains of leadership, curriculum and instruction, management, community issues, and human resources issues. Each student is required to complete the administrative internship documenting a minimum of hours during the experience. Each state’s requirement for these hours will vary; each campus must follow the guidelines within their state.

A candidate must earn a grade of "B" (3.0) or better in the internship courses (grades of "C" are not accepted): EDA 590A, EDA 590B, EDA 590C

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 internship courses.

Candidates who earn less than a grade of "B" (3.0) or better on the second attempt, the candidate will be permanently withdrawn from program.

Minimum Grade Requirement for the MAED/ADM

A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses or they will be placed on Scholastic Disqualification: EDA 590A, EDA 590B, EDA 590C

Master of Arts in Education with a Specialization in Curriculum and Instruction

The following Master of Arts in Education (MAEd) program with a specialization in Curriculum and Instruction is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Curriculum and Instruction Program is a graduate degree for bachelor prepared individuals who wish to develop and enhance their curriculum and instruction repertoire. The program encompasses the study of curricular planning and development with an integration of technology, assessment and evaluation practices, strategies for effective classroom instruction for a variety of learners, and critical issues within the field of education. Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/C cursoerequired Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 516 Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>EDD 569 Introduction to Action Research</td>
<td>2</td>
</tr>
<tr>
<td>PSYCH 538 Lifespan Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDD 520 Critical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>QNT 575 Measurement, Evaluation, and Ethics in Research</td>
<td>2</td>
</tr>
<tr>
<td>CUR 558 Foundations of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>CUR 524 Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>CMP 540 Integrating Educational Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>CUR 562 Standards-Based Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CUR 578 Evaluation and Assessment of Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses will not be waived from the degree program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 516, EDA 590A, EDA 590B, EDA 590C, EDD 569, EDD 577, EDD 580</td>
<td>1</td>
</tr>
</tbody>
</table>

The Administrative Internship is a rigorous application of learned concepts and skills that takes place in an educational setting, most often a school, where the internship students work directly with administrators in the domains of leadership, curriculum and instruction, management, community issues, and human resources issues. Each student is required to complete the administrative internship documenting a minimum of hours during the experience. Each state’s requirement for these hours will vary; each campus must follow the guidelines within their state.
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 will not be waived from the degree program:

- COM 516
- EDD 569
- EDD 577
- EDD 580

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**Master of Arts in Education with a Specialization in Curriculum and Instruction Computer Education**

The following Master of Arts in Education (MAEd) program with a specialization in Curriculum and Instruction Computer Education is approved to be offered at all University of Phoenix campus locations. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The specialization in Curriculum and Instruction is a graduate degree for individuals currently teaching in a P-12 classroom environment who wish to develop and enhance their knowledge of and skills in curriculum and instruction for the purposes of increasing student learning. This program provides an emphasis in computer education.

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-CE Required Course of Study**

- COM 516 ................................................................. 1 credit
  - Professional Communications
- EDD 569 ................................................................. 2 credits
  - Introduction to Action Research
- PSYCH 538 ............................................................ 3 credits
  - Lifespan Development and Learning
- EDD 520 ................................................................. 3 credits
  - Critical Issues in Education
- QNT 575 ................................................................. 2 credits
  - Measurement, Evaluation & Ethics in Research
- CUR 558 ................................................................. 3 credits
  - Foundations of Curriculum and Instruction
- EDD 577 ~ .............................................................. 3 credits
  - Action Research
- CUR 524 ................................................................. 3 credits
  - Instructional Design
- CMP 540 ................................................................. 3 credits
  - Integrating Educational Technology in the Classroom
- CUR 562 ................................................................. 3 credits
  - Standards-Based Curriculum and Instruction
- CUR 578 ................................................................. 3 credits
  - Evaluation and Assessment of Curriculum
- EDD 580 ~ .............................................................. 2 credits
  - Applications of Action Research
- CMP 521 ................................................................. 3 credits
  - Using Computers in Education
- CMP 555 ................................................................. 3 credits
  - Designing and Producing Educational Technology
- CMP 560 ~ .............................................................. 3 credits
  - Instructional Multimedia Authoring

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MAED/Ci-CE

The requirements for admission to this program are as follows:

- 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. 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 minimum equivalent of three years of post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MAED/Ci-CE

The degree completion requirements for the program are as follows:

- The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the action research project.
- Students must take courses within a sequence specified by course prerequisite requirements.
- 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.

Course Waivers for the MAED/Ci-CE

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college 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 college or university;
- The course must have been completed within the past five years of application to the University 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.

The following courses will not be waived from the degree program:

- COM 516, EDD 569, EDD 577, EDD 580

Master of Arts/Adult Education and Training

The following Master of Arts in Education (MAED) program with a specialization in Adult Education and Training is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an online classroom at Online rates. Check with your local campus.

The Master of Arts/Adult Education and Training Program (MAED/AET) is a 35-credit program of study designed for individuals who wish to develop the skills to work with adult learners in areas such as corporate training, community college instruction, non-profit and community based organizations, human services agencies, or professional development. The program encompasses knowledge of andragogical theory, the needs of diverse learners, critical issues and trends in adult education and training, instructional design and strategies, the use of technologies, and assessment. It also provides courses that address coaching and mentoring, e-learning, and e-learning web design technologies. Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/AET Required Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 516</td>
<td>1</td>
</tr>
<tr>
<td>AET 505</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Adult Education and Training</td>
<td></td>
</tr>
<tr>
<td>AET 510</td>
<td>3</td>
</tr>
<tr>
<td>Critical Issues and Trends in Adult Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>EDD 569</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Action Research</td>
<td></td>
</tr>
<tr>
<td>AET 515 ~</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Design</td>
<td></td>
</tr>
<tr>
<td>AET 520 ~</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Strategies in Adult Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>QNT 579</td>
<td>2</td>
</tr>
<tr>
<td>Measurement, Evaluation and Ethics in Research</td>
<td></td>
</tr>
<tr>
<td>AET 525 ~</td>
<td>3</td>
</tr>
<tr>
<td>Facilitating Instruction for Diverse Adult Learners</td>
<td>2</td>
</tr>
<tr>
<td>AET 530 ~</td>
<td>2</td>
</tr>
<tr>
<td>Technology for the Adult Learner</td>
<td></td>
</tr>
<tr>
<td>AET 535 ~</td>
<td>3</td>
</tr>
<tr>
<td>Assessment and Evaluation in Adult Learning</td>
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<tr>
<td>AET 540</td>
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<tr>
<td>E-learning</td>
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<tr>
<td>EDD 577 ~</td>
<td>2</td>
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<tr>
<td>Action Research</td>
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<td>EDD 580 ~</td>
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<tr>
<td>Applications of Action Research</td>
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<td>AET 545</td>
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<tr>
<td>E-learning Design Technologies</td>
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<tr>
<td>AET 550</td>
<td>3</td>
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<tr>
<td>Performance Improvement and Management</td>
<td></td>
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<tr>
<td>AET 555</td>
<td>3</td>
</tr>
<tr>
<td>Overview of the Community College</td>
<td></td>
</tr>
</tbody>
</table>

Students must take one of the following elective courses:

- AET 545                                     | 3       |
- E-learning Design Technologies              |         |
- AET 550                                     | 3       |
- Performance Improvement and Management      |         |
- AET 555                                     | 3       |

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MAED/AET

The requirements for admission to this program are as follows:

- 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. 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 minimum equivalent of three years’ post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MAED/AET

The degree completion requirements for the program are as follows:

- The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the action research project.
- Students must take courses within a sequence specified by course prerequisite requirements.

Course Waivers for the MAED/AET

Students may waive a maximum of six (6) credits (not to exceed two (2) University courses) from their required course of study on the basis of prior graduate-level college 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 five years of application to the University 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.

The following courses will not be waived from the degree program: COM 516, EDD 569, QNT 575, EDD 577, EDD 580

Master of Arts in Education/Special Education

The following Master of Arts in Education (MAEd)/Special Education program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. 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 teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

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

Program Category Requirements and Courses Selections

Orientations, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ............................................................... 1 credit
Professional Communications

Foundations of Special Education, 3 total credits
SPE 513 ~ ......................................................... 3 credits
Orientation to the Exceptional Child
Educational Theories and Models, 9 total credits
MTE 508 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies
SPE 511 ~ ................................................................. 3 credits
Special Education Methods
SPE 575 ~ ................................................................. 3 credits
Inclusion Strategies of the Special Educator
Assessment, 3 total credits
SPE 512 ~ ................................................................. 3 credits
Special Education Assessment & Interpretation
Reading, 4 total credits
RDG 530 ~ ................................................................. 4 credits
Curriculum Constructs and Assessment: Reading and Language Arts
Instruction and Management for Special Needs Students, 18 total credits
SEI 500 ......................................................................... 3 credits
Structured English Immersion
SEI 501~ ......................................................................... 3 credits
Advanced Structured English Immersion Methods
SPE 531 ~ ................................................................. 3 credits
Characteristics of MR & Developmental Disabilities
SPE 537 ~ ................................................................. 3 credits
Characteristics of Learning Disabilities
SPE 544 ~ ................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ ................................................................. 3 credits
Characteristics of Physical & Health Disabilities
Student Teaching, 8 total credits
SPE 588 ~ ................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 589 ~ ................................................................. 4 credits
Special Education Student Teaching: Cross-Categorical, Part B
The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/SPE
The requirements for admission to this program are as follows:
- 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. 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.
- 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 UOPX 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.
- 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.

Candidate Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching.
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.

Minimum Grade Requirements for the MAED/SPE
- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 588, SPE 589
- Candidates who earn less than a grade of "B" in either of these courses must complete a remediation plan and repeat the course.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- 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 program.

Degree Completion Requirements for the MAED/SPE
The degree completion requirements for the program are as follows:
- The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• 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 Field Experience Observation Record (100 hours).
• Completion of e-portfolio.

**Institutional Recommendation for the MAED/SPE**
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
• Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

**Course Waivers for the MAED/SPE**
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.
The following courses may not be waived in the MAED/SPE program: COM 516, SPE 511, SPE 588, MTE 508, SPE 537, SPE 589, RDG 530, SPE 575
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 accredited, college or university; and
• The course must have been completed within the past five years of application to the University 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 a graduate 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 requests.
• Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
  • Arizona Provisional SEI Endorsement (SEI 500)
  • Arizona Full SEI Endorsement (SEI 500 and SEI 503)
  • Arizona English as a Second Language Endorsement
  • Arizona Bilingual Endorsement
Approved SEI courses/workshops can be found at: http://www.ade.az.gov/oelas/.

**Field Experience for the MAED/SPE**
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/interview, 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. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/SPE**
• 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 earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program 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/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
• Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special 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.

Master of Arts in Education with a Specialization in Early Childhood

The following Master of Arts in Education (MAEd) program with a specialization in Early Childhood is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education (MAEd) with a specialization in Early Childhood Education is a graduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight). Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective early childhood educators. The curriculum is based on state and national standards for early childhood education. It includes theories of early childhood growth and development, the significance of family and cultural diversity for learning, the use of developmentally appropriate practices, assessment techniques, and technology to promote learning. Student teaching is an integral component of the Early Childhood Education Program. It provides students with a field-based experience in two early childhood settings. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. 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 early childhood educator.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of observations related to specific course content will be conducted in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. Documentation will be maintained in the student’s professional portfolio.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

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

Program Category Requirements and Courses Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
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<tbody>
<tr>
<td>MTE 507 ~ ..........................0 credits</td>
</tr>
<tr>
<td>Orientation to Teacher Education</td>
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<tr>
<td>Introductory Course, 1 total credit</td>
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<tr>
<td>COM 516..............................1 credit</td>
</tr>
<tr>
<td>Professional Communications</td>
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<tr>
<td>Foundations of Early Childhood Education, 3 total credits</td>
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<tr>
<td>ECH 506 ~ ..........................3 credits</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education</td>
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<tr>
<td>Educational Theories and Models, 6 total credits</td>
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<tr>
<td>MTE 508 ~ ..........................3 credits</td>
</tr>
<tr>
<td>Models, Theories, and Instructional Strategies</td>
</tr>
<tr>
<td>ECH 521..............................3 credits</td>
</tr>
<tr>
<td>Maintaining an Effective Learning Climate</td>
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<tr>
<td>Early Childhood Development, 3 total credits</td>
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<tr>
<td>ECH 513 ~ ..........................3 credits</td>
</tr>
<tr>
<td>Growth and Development in Early Childhood</td>
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<tr>
<td>Assessment, 3 total credits</td>
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<tr>
<td>ECH 548 ~ ..........................3 credits</td>
</tr>
<tr>
<td>Early Childhood Assessment Strategies</td>
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<tr>
<td>Reading and Literacy, 4 total credits</td>
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<tr>
<td>ECH 532 ~ ..........................4 credits</td>
</tr>
<tr>
<td>Methods of Teaching in Early Childhood: Language and Literacy</td>
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<tr>
<td>Special Populations, 8 total credits</td>
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<tr>
<td>SEI 500 ..............................3 credits</td>
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<tr>
<td>Structured English Immersion</td>
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<tr>
<td>ECH 514..............................2 credits</td>
</tr>
<tr>
<td>Survey of Special Populations</td>
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<tr>
<td>SEI 503 ~ ..........................3 credits</td>
</tr>
<tr>
<td>Advanced Structured English Immersion Methods</td>
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<tr>
<td>Instructional Methods, 10 total credits</td>
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<tr>
<td>ECH 527 ~ ..........................2 credits</td>
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<tr>
<td>Methods of Teaching in Early Childhood: The Arts</td>
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<tr>
<td>ECH 529 ~ ..........................4 credits</td>
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<tr>
<td>Methods of Teaching in Early Childhood: Mathematics and Science</td>
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<tr>
<td>ECH 534 ~ ..........................2 credits</td>
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<tr>
<td>Methods of Teaching in Early Childhood: Social Studies</td>
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<td>ECH 526 ~ ..........................2 credits</td>
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<tr>
<td>Methods of Teaching in Early Childhood: Physical Education</td>
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<tr>
<td>Student Teaching, 8 total credits</td>
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<tr>
<td>ECH 546 ~ ..........................4 credits</td>
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<tr>
<td>Early Childhood Student Teaching, Part A</td>
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<td>ECH 556 ~ ..........................4 credits</td>
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<tr>
<td>Early Childhood Student Teaching, Part B</td>
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</tbody>
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The University reserves the right to modify the Required Course of Study.

This program is an Arizona-approved program designed to meet the academic requirements for Arizona certification.
Additional Admission Requirements for the MAED/ECH

The requirements for admission to this program are as follows:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure MUST use a foreign credential evaluation service that is on both the approved UOPX 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.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- 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.

Candidacy Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/ECH

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

- Immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching.
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.

Minimum Grade Requirements for the MAED/ECH

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ECH 546, ECH 556
- Candidates who earn less than a grade of "B" in either of these courses must complete a remediation plan and repeat the course.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/ECH program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- 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 program.

Degree Completion Requirements for the MAED/ECH

The degree completion requirements for the program are as follows:

- The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- 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 Field Experience Observation Record (100 hours).
- Completion of e-portfolio.

Institutional Recommendation for the MAED/ECH

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
Course Waivers for the MAED/ECH

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in the MAED/ECH program: COM 516, ECH 514, ECH 521, ECH 529, ECH 532, ECH 546, ECH 556, MTE 508

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 accredited college or university;
- The course must have been completed within the past five years of application to the University 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 a graduate 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.
- Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
  - Arizona Provisional SEI Endorsement (SEI 500)
  - Arizona Full SEI Endorsement (SEI 500 and SEI 503)
  - Arizona English as a Second Language Endorsement
  - Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at; http://www.ade.az.gov/oelas/.

Field Experience for the MAED/ECH

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/interview, 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. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/ECH

- 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 enrollment in the student teaching courses.

- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- 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/ECH program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special 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.
Master of Arts in Education/Elementary Teacher Education

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

Program Category Requirements and Courses Selections

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<thead>
<tr>
<th>Orientation, 0 total credits</th>
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<tr>
<td>MTE 507 ~ 0 credits</td>
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<tr>
<td>Orientation to Teacher Education</td>
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<tr>
<th>Introductory Course, 1 total credit</th>
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<tr>
<td>COM 516 ~ 1 credit</td>
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<td>Professional Communications</td>
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<tr>
<th>Foundations of Education, 2 total credits</th>
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<tr>
<td>MTE 501 ~ 2 credits</td>
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<tr>
<td>The Art and Science of Teaching</td>
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<tr>
<th>Educational Theories and Models, 6 total credits</th>
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<td>MTE 508 ~ 3 credits</td>
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<tr>
<td>Models, Theories and Instructional Strategies</td>
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<tr>
<th>Human Development, 2 total credits</th>
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<tr>
<td>MTE 506 ~ 2 credits</td>
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<td>Child and Adolescent Development</td>
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<th>Assessment, 3 total credits</th>
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<tr>
<td>MTE 562 ~ 3 credits</td>
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<td>Assessment and Evaluation</td>
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<tr>
<th>Reading, 4 total credits</th>
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<tbody>
<tr>
<td>RDG 530 ~ 4 credits</td>
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<tr>
<td>Curriculum Constructs and Assessment: Reading/Language Arts</td>
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<tr>
<th>Special Populations, 8 total credits</th>
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<tbody>
<tr>
<td>SEI 500 ~ 3 credits</td>
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<tr>
<td>Structured English Immersion</td>
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<tr>
<th>Additional Admission Requirements for the MAED/TED-E</th>
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<td>The requirements for admission to this program are as follows:</td>
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<td>• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.</td>
</tr>
<tr>
<td>• 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 UOPX 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.</td>
</tr>
<tr>
<td>• A minimum equivalent of three (3) years post-high school work or volunteer experience.</td>
</tr>
<tr>
<td>• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidacy Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.</td>
</tr>
<tr>
<td>• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.</td>
</tr>
</tbody>
</table>
• Demonstration of basic skills proficiency.
• Verification of fingerprint clearance.

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

Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
• Arizona/Online students may submit passing scores on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

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 519, ELM 520
• Candidates who earn less than a grade of "B" in any of these courses must complete a remediation plan and repeat the course.
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete the MAED/TED program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Completion Requirements for the MAED/TED-E
The degree completion requirements for the program are as follows:
• The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• 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 Field Experience Observation Record (100 hours).
• Completion of e-portfolio.

Institutional Recommendation for the MAED/TED-E
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
• Arizona or Online students may submit passing scores on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Course Waivers for the MAED/TED-E
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in the MAED/TED programs: COM 516, ELM 519, ELM 520, RDG 530, MTE 508, RDG 542, MTE 520, MTE 532, MTE 539

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 accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five years of application to the University 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.

Arizona residents may only waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

Arizona Provisional SEI Endorsement (SEI 500)
Arizona Full SEI Endorsement (SEI 500 and SEI 503)
Arizona English as a Second Language Endorsement
Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at http://www.ade.az.gov/oelas/.
Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

1. 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.
2. 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.
3. 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.
4. Student teaching can only be repeated one time.
5. Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
6. 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.
7. Candidates in the MAED/TED program may not student teach in special education.
8. MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
9. Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
10. Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Master of Arts in Education/Secondary Teacher Education

The following Master of Arts in Education (MAED)/Secondary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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.

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

Program Category Requirements and Courses Selections

Orientation, 0 total credits
MTE 501 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
MTE 507 ................................................................. 1 credits
Models, Theories and Instructional Strategies

Foundations of Education, 2 total credits
MTE 508 ................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 509 ................................................................. 3 credits
Models, Theories and Instructional Strategies
MTE 520 ................................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ................................................................. 2 credits
Child and Adolescent Development
Students using foreign credentials when enrolling in a program
• Students enrolled in this program must have an undergraduate
• A minimum equivalent of three (3) years post-high school work

Candidacy Status
The College of Education has two levels of review consisting of
• Student Teaching, 8 total credits
SEC 519................................................................. 4 credits
Secondary Student Teaching Part A
SEC 520................................................................. 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the Required Course of
Study.

Additional Admission Requirements for the MAED/TED-S
The requirements for admission to this program are as follows:
• Students enrolled in this program must have an undergraduate
• Students using foreign credentials when enrolling in a program
• Assessment, 3 total credits
MTE 562 ................................................................. 3 credits
Assessment and Evaluation
Secondary Reading, 3 total credits
RDG 542 ................................................................. 3 credits
Curriculum Constructs and Assessment: Reading Methods for Sec-
• Level 1 Candidate Status is completed upon admission to the
• Level 2 Candidate Status is completed prior to the completion of

Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to
beginning their student teaching experience. Candidates must pro-
vide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam
• Arizona/Online students may submit passing scores on a
comparable professional knowledge examination from another
state or agency taken within the past 7 years.

Minimum Grade Requirements for the MAED/TED-S
• A candidate must earn a grade of "B" (grades of "I" and "W" are
not accepted) or better in the following courses: SEC 519, SEC
520
• Candidates who earn less than a grade of "B" in any of these
courses must complete a remediation plan and repeat the
course.
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/TED program. Candidates
who do not earn a "B" or better will be required to repeat the
seminars and student teaching.
• If the candidate does not receive a grade of "B" or better on the
second attempt, the candidate will be Scholastically Suspended,
permanently withdrawn, from this program.

Degree Completion Requirements for the MAED/TED-S
The degree completion requirements for the program are as fol-
loows:
• The completion of a University required course of study. All but
six (6) credits of the major course of study must be completed at
the University to meet residency requirements.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work
Sample (TWS).
• Satisfactory completion of any required internship, student
teaching, and/or practicum courses.
• Students must take courses within a sequence specified by
course prerequisite requirements.
• 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 Field Experience Observation Record (100 hours).
• Completion of e-portfolio.
Institutional Recommendation for the MAED/TED-S
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
• Arizona or Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.

Course Waivers for the MAED/TED-S
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in the MAED/TED programs: COM 516, RDG 530, MTE 508, RDG 542, MTE 520, MTE 532, MTE 539, SEC 519, SEC 520

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 accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five years of application to the University 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.

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Arizona English as a Second Language Endorsement
Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at http://www.ade.az.gov/oelas/.

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. Candidates must work with their campus to arrange field experiences.

Student Teaching for the MAED/TED-S
1. 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.
2. 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.
3. 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.
4. Student teaching can only be repeated one time.
5. Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
6. 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.
7. Candidates in the MAED/TED program may not student teach in special education.
8. MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
9. Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
10. Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
PROFESSIONAL PROGRAMS

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.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- Signed Certificate Application
- Applicants whose native language is not English must have either:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  -or-
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  -or-
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  -or-
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  -or-
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED administered in English.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.

Applicants who reside in the United States must meet one of the following requirements:

- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies

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.
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- 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.
DIVISION OF CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

Division of Continuing Education and Professional Development

The following professional development courses are approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all courses are available in all states and modalities. Check with your local campus.

Professional Development consists of general professional education offerings (in areas such as General Business, Project Management, Human Resources, Leadership, etc.), as well as industry specific courses in a variety of fields. The primary purpose of Professional Development is to provide a permanent record of the educational accomplishments of an individual who has completed significant non-credit educational and career enhancement activities. Students intending to use Professional Development courses to satisfy continuing education or professional development requirements are responsible for determining whether Professional Development courses taken at University of Phoenix will satisfy such requirements. Please see the Professional Development Course List below for specific course offerings.

Continuing Education Units

Continuing Education Units are awarded at the ratio of 10 hours of qualified instruction to 1 CEU.

General Business

Accounting & Finance
AFCEU 1110 ................................................................. 0.5 CEU
Understanding Managerial Finance I
AFCEU 1115 ................................................................. 0.5 CEU
Understanding Managerial Finance II
AFCEU 1120 ................................................................. 0.5 CEU
Examining the Balance Sheet I
AFCEU 1125 ................................................................. 0.5 CEU
Examining the Balance Sheet II
AFCEU 1130 ................................................................. 0.5 CEU
Using Financial Analysis for Strategic Business Decisions
AFCEU 1140 ................................................................. 0.5 CEU
Forecasting and Budgeting

Call Center Management
CCCEU 1010 ................................................................. 0.5 CEU
Establishing Job Performance Goals
CCCEU 1020 ................................................................. 0.5 CEU
Building Customer Rapport
CCCEU 1030 ................................................................. 0.5 CEU
Mastering the Cold Call Sales Process
CCCEU 1040 ................................................................. 0.5 CEU
Leading Effective Call Center Teams
CCCEU 1050 ................................................................. 0.5 CEU
Managing an Incoming Call Center
CCCEU 1060 ................................................................. 0.5 CEU
Managing Long-Term Client Relationships

Communication
CMCEU 1110 ................................................................. 0.5 CEU
Writing for Business
CMCEU 1120 ................................................................. 0.5 CEU
Writing Responsibly
CMCEU 1130 ................................................................. 0.5 CEU
Writing and the Corporate Image
CMCEU 1140 ................................................................. 0.5 CEU
Improving Core Listening Skills
CMCEU 1150 ................................................................. 0.5 CEU
Providing Relevant Feedback
CMCEU 1160 ................................................................. 0.5 CEU
Resolving Conflict
CMCEU 1170 ................................................................. 0.5 CEU
Enhancing Organizational Image

Customer Service
CSCEU 1110 ................................................................. 0.5 CEU
Enhancing Customer Satisfaction
CSCEU 1120 ................................................................. 0.5 CEU
Addressing Upset Customers
CSCEU 1130 ................................................................. 0.5 CEU
Analyzing Risks in Customer Service
CSCEU 1140 ................................................................. 0.5 CEU
Creating a Strategy to Build Customer Alliances
CSCEU 1150 ................................................................. 0.5 CEU
Enhancing Your Competitive Edge

Diversity
DVCEU 1010 ................................................................. 0.5 CEU
Welcoming Diversity
DVCEU 1020 ................................................................. 0.5 CEU
Working in a Diverse Environment
DVCEU 1040 ................................................................. 0.5 CEU
Managing Diverse Teams
DVCEU 1050 ................................................................. 0.5 CEU
Managing a Diverse Workforce

Foundational Business Skills
FBCEU 1110 ................................................................. 0.5 CEU
Understanding Time Management
FBCEU 1120 ................................................................. 0.5 CEU
Enhancing Personal Productivity
FBCEU 1130 ................................................................. 0.5 CEU
Building Fundamental Relationships
FBCEU 1140 ................................................................. 0.5 CEU
Making Effective Decisions
FBCEU 1150 ................................................................. 0.5 CEU
Thinking Creatively
FBCEU 1160 ................................................................. 0.5 CEU
Conducting Effective Meetings
FBCEU 1170 ................................................................. 0.5 CEU
Organizing Group Projects
FBCEU 1180 ................................................................. 0.5 CEU
Building Dynamic Teams
FBCEU 1190 .................................................................0.5 CEU
Delegation
FBCEU 1200 .................................................................0.5 CEU
Mentoring and Coaching for Success

Foundations of Financial Planning
FPCEU 1010.................................................................0.5 CEU
Building Personal Wealth: Financial Planning
FPCEU 1020 .................................................................0.5 CEU
Building Personal Wealth: Financial Planning II
FPCEU 1030 .................................................................0.5 CEU
Protecting You and Your Assets: Insurance Planning I
FPCEU 1040 .................................................................0.5 CEU
Protecting You and Your Assets: Insurance Planning II
FPCEU 1050 .................................................................0.5 CEU
Putting Your Money to Work: Investment Planning I
FPCEU 1060 .................................................................0.5 CEU
Putting Your Money to Work: Investment Planning II
FPCEU 1070 .................................................................0.5 CEU
Putting Your Money to Work: Investment Planning
FPCEU 1080 .................................................................0.5 CEU
Putting Your Money to Work: Investment Planning IV
FPCEU 1090 .................................................................0.5 CEU
Your Money & Taxes: Tax Planning I
FPCEU 1110 .................................................................0.5 CEU
Your Money & Taxes: Tax Planning II
FPCEU 1120 .................................................................0.5 CEU
When You Grow Up: Retirement Planning
FPCEU 1130 .................................................................0.5 CEU
Protecting You and Your Family: Estate Planning

Green Business Management
GMCEU 1010 .............................................................0.5 CEU
Best Practices in Green Operations
GMCEU 1020 .............................................................0.5 CEU
Critical Thinking for Business Redesign
GMCEU 1030 .............................................................0.5 CEU
Social Impacts of the New Green Enterprise
GMCEU 1040 .............................................................0.5 CEU
Managing Green Facilities
GMCEU 1050 .............................................................0.5 CEU
Green Procurement
GMCEU 1060 .............................................................0.5 CEU
Green Return on Investment (ROI)
GMCEU 1070 .............................................................0.5 CEU
Greening Business Operations
GMCEU 1080 .............................................................0.5 CEU
Environmental Performance Leadership

Human Capital
HCCEU 1110 ..............................................................0.5 CEU
Examining Human Relations and Organizational Behavior
HCCEU 1120 ..............................................................0.5 CEU
Managing Human Capital
HCCEU 1130 ..............................................................0.5 CEU
Developing a Successful Recruiting Process
HCCEU 1140 ..............................................................0.5 CEU
Conducting Highly Effective Interviews
HCCEU 1150 ..............................................................0.5 CEU
Creating Marketing Strategies to Improve Recruiting Efforts
HCCEU 1160 ..............................................................0.5 CEU
Retaining Top Talent
HCCEU 1170 ..............................................................0.5 CEU
Applying Strategies for Employee Motivation
HCCEU 1180 ..............................................................0.5 CEU
Implementing Fair Practices in the Employment Process
NRCEU 1010 ..............................................................0.3 CEU
Establishing a Non-Retaliation Policy in the Workplace
SHCA 1010 ...............................................................0.2 CEU
Preventing Sexual Harassment in the Workplace
SHCEU 1010 ..............................................................0.2 CEU
Preventing Sexual Harassment in the Workplace

Leadership
LDCEU 1110 ..............................................................0.5 CEU
Developing a More Effective Leadership Style
LDCEU 1120 ..............................................................0.5 CEU
Negotiating a Win-Win
LDCEU 1130 ..............................................................0.5 CEU
Developing Business Strategy
LDCEU 1140 ..............................................................0.5 CEU
Recognizing Business Strategies
LDCEU 1150 ..............................................................0.5 CEU
Anticipating, Managing, and Profiting from Change
LDCEU 1160 ..............................................................0.5 CEU
Leading Strategic Teams
LDCEU 1170 ..............................................................0.5 CEU
Building a Culture for Risk-Taking
LDCEU 1180 ..............................................................0.5 CEU
Enhancing Organizational Image Through External Alliances

Marketing
MKCEU 1010 ..............................................................0.5 CEU
Understanding the Basics of Marketing
MKCEU 1020 ..............................................................0.5 CEU

Praxis Test Preparation
PXTP 1010 .................................................................0.0 CEU
Praxis I Test Prep-Overview/Math
PXTP 1020 .................................................................0.0 CEU
Praxis I Test Prep-Reading/Writing

CPA Test Preparation
CPATP 1010 ..............................................................0.0 CEU
Financial Accounting and Reporting
### Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPATP 1020</td>
<td>Auditing and Attestation</td>
<td>0.0 CEU</td>
</tr>
<tr>
<td>CPATP 1030</td>
<td>Regulation</td>
<td>0.0 CEU</td>
</tr>
<tr>
<td>CPATP 1040</td>
<td>Business Environment and Concepts</td>
<td>0.0 CEU</td>
</tr>
<tr>
<td>CBSTP 1010</td>
<td>CBEST Test Preparation Overview/Math</td>
<td>0.0 CEU</td>
</tr>
<tr>
<td>CBSTP 1020</td>
<td>CBEST Test Preparation Reading/Writing</td>
<td>0.0 CEU</td>
</tr>
<tr>
<td>CPCEU 1020</td>
<td>Procurement Basics: Procurement in Corporate Organizations</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>SMCEU 1010</td>
<td>Aligning Sales Strategy with Organizational Goals</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>SMCEU 1020</td>
<td>Managing Operations</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>SMCEU 1030</td>
<td>Managing the Supply Chain</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>OMCEU 1010</td>
<td>Managing Operations</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>OMCEU 1020</td>
<td>Managing Supplier Relationships</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>OMCEU 1030</td>
<td>Managing the Supply Chain</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>SMCEU 1040</td>
<td>Procuring for Success: Strategic Procurement</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>SMCEU 1050</td>
<td>Designing a Sales Compensation Plan</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>SPCEU 1010</td>
<td>Environmental Analysis</td>
<td>0.5 CEU</td>
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<tr>
<td>SPCEU 1020</td>
<td>Forecasting Financials for a Strategic Plan</td>
<td>0.5 CEU</td>
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<tr>
<td>SPCEU 1030</td>
<td>Strategic Planning</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>TMCEU 1010</td>
<td>Managing Business Information Systems</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>TMCEU 1020</td>
<td>Understanding the System Development Lifecycle</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>TMCEU 1030</td>
<td>Applying Technologies</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>TMCEU 1040</td>
<td>Analyzing Technology Trends to Evaluate Risk</td>
<td>0.5 CEU</td>
</tr>
<tr>
<td>TMCEU 1050</td>
<td>Aligning Technology with Organizational Strategy</td>
<td>0.5 CEU</td>
</tr>
</tbody>
</table>
**Contact Hours**

Contact Hours are awarded at the ratio of 60 minutes of qualified instruction to 1 Contact Hour.

**Nursing Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMCE 1010 - Managing Nurse Turnover</td>
<td>5 CH</td>
</tr>
<tr>
<td>NMCE 1020 - Business and Nursing Case Management</td>
<td>5 CH</td>
</tr>
<tr>
<td>NMCE 1030 - Legally Defensible Discipline for Nurse Managers</td>
<td>5 CH</td>
</tr>
<tr>
<td>NMCE 1040 - Delegating for Nurse Managers</td>
<td>5 CH</td>
</tr>
<tr>
<td>NMCE 1050 - Culturally Appropriate Patient Care</td>
<td>5 CH</td>
</tr>
<tr>
<td>NMCE 1060 - Successful Meetings - Strategies for Nurses</td>
<td>5 CH</td>
</tr>
<tr>
<td>NMCE 1070 - Nursing Leadership Styles</td>
<td>5 CH</td>
</tr>
<tr>
<td>NECE 4010 - Curriculum Design in Nursing Education</td>
<td>5 CH</td>
</tr>
<tr>
<td>NECE 4020 - Teaching Strategies for Nurse Educators</td>
<td>5 CH</td>
</tr>
<tr>
<td>NECE 4030 - Multiple Intelligences in Nurse Education</td>
<td>5 CH</td>
</tr>
<tr>
<td>NECE 4040 - Managing Learning Needs of Diverse Populations in Nursing</td>
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</tr>
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</table>

**Alternative Medicine for Nurses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NACE 2010 - Introduction to Complementary and Alternative Medicine</td>
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</tr>
<tr>
<td>NACE 2020 - Cultural-Spiritual Competencies in Health Care</td>
<td>5 CH</td>
</tr>
<tr>
<td>NACE 2030 - Healing Therapies</td>
<td>5 CH</td>
</tr>
<tr>
<td>NACE 2040 - Traditional Chinese Medicine</td>
<td>5 CH</td>
</tr>
<tr>
<td>NACE 2050 - Homeopathic Medicine</td>
<td>5 CH</td>
</tr>
</tbody>
</table>

**Nurse Practitioner**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPCE 3010 - Pain Management</td>
<td>5 CH</td>
</tr>
<tr>
<td>NPCE 3020 - Over the Counter (OTC) Medications</td>
<td>5 CH</td>
</tr>
<tr>
<td>NPCE 3030 - Mental Illness Across the Lifespan</td>
<td>5 CH</td>
</tr>
<tr>
<td>NPCE 3040 - Health Care Delivery to the Child and Parent Unit</td>
<td>5 CH</td>
</tr>
</tbody>
</table>

**Eligibility Requirements**

The Professional Development eligibility process must be completed before enrollment in any courses.

Eligibility into Professional Development requires:
- High school graduation, G.E.D. certificate, or CHSPE (California High School Proficiency Examination) certificate.
- A signed Enrollment/Disclosure Agreement.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- 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 to for US to verify TPS status.
  - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
- Applicants who reside in the 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 who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Students who have been expelled from other institutions are not eligible for admission to University of Phoenix.
CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - UNDERGRADUATE

Project Management

The following certificate program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Professional Certificate in Project Management 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. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

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

CPMGT 300 Project Management ................................................................. 3 credits
CPMGT 301 ~ Strategic Portfolio and Project Management ......................... 3 credits
CPMGT 302 ~ Procurement and Risk Management .................................... 3 credits
CPMGT 303 ~ Project Estimating and Control Techniques ......................... 3 credits
CPMGT 304 ~ Leading Projects in Organizations ...................................... 3 credits
CPMGT 305 ~ Project Management Capstone .......................................... 3 credits

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

Certificate Completion Requirements for the PM

Credit Bearing Certificate completion requirements are the following:

- Completion of the Required Course of Study
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements for the PM

The University requires that the majority of coursework in the certificate track be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 15 credits be completed at the University.

- Students in this program may waive from a maximum of three (3) credits from their required certificate coursework on the basis of regionally or approved nationally accredited transferable coursework (national testing program, prior learning credit, and military credit may not be used to waive 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 with a grade of “C” (2.0) 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.

- The following course in the required course of study may not be waived: CPMGT 305

Additional Admission Requirements for the PM

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation, G.E.D. certificate, or CHSPE (California High School Proficiency Examination) certificate. Applicants attending a campus located in one of the following states or province must submit a copy of their high school diploma, high school transcript with graduation posting, G.E.D certificate, or CHSPE examination results.
  - South Carolina
  - Nevada
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Human Resource Management

The following certificate program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Certificate Program in Human Resource Management addresses issues 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.

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

HRM 422 ................................................................. 3 credits
Employment Practices
HRM 434 ................................................................. 3 credits
Employment Law
HRM 424 ~ ............................................................. 3 credits
Compensation
HRM 425 ~ ............................................................. 3 credits
Benefits, Safety, and Health
HRM 426 ~ ............................................................. 3 credits
Employee Development
HRM 427 ~ ............................................................. 3 credits
Critical Issues in Human Resource Management

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

Certificate Completion Requirements for the HRM

Credit Bearing Certificate completion requirements are the following:
- Completion of the Required Course of Study
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum program grade point average (GPA) of 2.0.

Residency Requirements for the HRM

Students in this program may waive a maximum of three (3) credits from their program. In order to waive a course in a Professional Certificate Program, 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 with a grade of “C” (2.0) 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.

Additional Admission Requirements for the HRM

All applicants to this certificate program are expected to meet the following additional admission requirements:
- High school graduation, G.E.D. certificate, or CHSPE (California High School Proficiency Examination) certificate. Applicants attending a campus located in one of the following states or province must submit a copy of their high school diploma, high school transcript with graduation posting, G.E.D certificate, G.E.D. transcript with successful completion posting, or CHSPE examination results, or a letter on letterhead from the High School records office confirming the date of graduation.
  - South Carolina
  - Nevada
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
CERTIFICATE PROGRAMS FOR THE COLLEGES OF ARTS AND SCIENCES

Mediation Certificate
The following certificate program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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

MDT 400.1..........................1 credit
Introduction to Mediation

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

Additional Admission Requirements for the MDT
All applicants to this certificate program are expected to meet the following additional admission requirements:
• High school graduation, G.E.D. certificate, or CHSPE (California High School Proficiency Examination) certificate.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
• Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University.

Certificate Completion Requirements for the MDT
Credit Bearing Certificate completion requirements are the following:
• Completion of the Required Course of Study
• All students must meet residency requirements as set by the Dean for each Certificate program.
• A minimum University program grade point average (GPA) of 2.0.

Residency Requirements & Course Waivers for the MDT
• Students in this program may waive a maximum of three credits from their program.
• Common scenarios with this include UOPX courses with a 3 credit requirement but completed the equivalent course at 2 credits or a course waiver through a quarter system school, for example.
• In order to waive a course in a Professional Certificate Program, 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 with a grade of "B" (3.0) or better (graduate level classes) or a grade of "C" (2.0) or better (undergraduate classes). Information technology courses must have been completed in the past three years of application to the 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.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Post Master’s Family Nurse Practitioner

The following certificate program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Family Nurse Practitioner Post Master’s Certificate is designed to 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 40 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.

FNP Certificate Required Course of Study

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.

HCS 504 ....... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
NRP 505 ~ 3 credits
Role of the Advanced Practice Nurse
NUR 550 ~ 3 credits
Issues in Advanced Practice
HCS 510 ~ 4 credits
Advanced Pathophysiology
HCS 507 ~ 3 credits
Advanced Pharmacotherapeutics
NRP 514 ~ 4 credits
Advanced Health Assessment
NRP 545A ~ 4 credits
Adult and Geriatric Management
NRP 551 ~ 1 credit
Clinical Procedures
NRP 545B ~ 4 credits
Adult and Geriatric Management
NRP 560 ~ 4 credits
Management of Women’s Health Issues
NRP 540 ~ 5 credits
Management of Pediatric and Adolescent Populations
NRP 565 ~ 4 credits
Preceptorship

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

Additional Admission Requirements for the Post Master’s Family Nurse Practitioner

• A graduate degree in nursing (MSN or MN) from a regionally approved nationally accredited, or candidate for accreditation, college or university, or equivalent graduate degree earned at a recognized foreign institution.
• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. 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
• 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, and the remaining one year can be fulfilled with health care experience.
• Current employment in a nursing role, or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
• Complete required essay signed by the Campus Nurse Practitioner program manager.
• A signed Professional Non-Academic Requirement form.
• A signed Criminal Background Check Disclosure form.

Academic Progression Requirements for the FNP Certificate

• 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.
• 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.
• A student may only repeat one nurse practitioner course one time. If a grade of “B” (3.0) or better is not attained when the nurse practitioner course is repeated, the student will be permanently withdrawn, scholastically suspended, from the program.
Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, HCS 507, NRP 514, 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 551, NRP 560.

Following successful completion of the preceding courses, students can progress to NRP 565, (Preceptorship).

All student 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:
  - Hepatitis B immunization or titer (or signed University of Phoenix declination form).
  - Negative TB skin test or UOPX TB symptom survey questionnaire.
  - Immunization against measles and Rubella (MMR/MD);
  - and Tetanus/Diphtheria (TD).

- Current Basic Cardiac Life Support certification (BCLS).
- Completed and verified negative criminal background check.
- Practice lab participation release form.

Certificate Requirements for the FNP

The degree requirements for this program are the following:

- The completion of the University required course of study.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.

Course Waivers for the FNP

Students in this program may waive a maximum of 15 credits from their required course schedules based upon faculty review of previous nurse practitioner coursework or equivalent.

In order to waive a course in the Nurse Practitioner certificate program, students must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years of application to the University 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.

NRP 565-The Preceptorship and HCS 504-Introduction to Graduate Study in Health Sciences/Nursing, will not be waived from the degree program.

Graduate Nursing/Health Care Education Certificate

The following certificate program is approved to be offered at these University of Phoenix campus locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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.

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

- HSN 548: Role of the Health Care/Nursing Educator ........................................3 credits
- HSN 540: Using Effective Teaching Strategies ...........................................3 credits
- HSN 544: Design and Process of Curriculum Development .........................3 credits
- HSN 552: Assessment and Evaluation of Learning .......................................3 credits

Certificate Completion Requirements for the NHCE

Credit Bearing Certificate completion requirements are the following:

- Completion of the Required Course of Study.
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum program grade point average (GPA) of 3.0.
- Upon successful completion of HSN 548, HSN 540, HSN 544, and HSN 552, the student can submit a certificate application for NHCE, as well as use these courses towards their MSN/ED 005 program requirements. University residency applies with both programs, but students will be considered to have met program residency.
Course Waivers for the NHCE

- MSN/ED students may dual enroll in this program and submit a certificate application upon successful completion of HSN 548, HSN 540, HSN 544, and HSN 552. The courses may apply to both, the NHCE and MSN/ED required course of study. University residency applies to both programs, but students will be considered to have met program residency.
- Students in the Nursing Health Care Education Certificate Program may waive a maximum of six (6) credits from their program.
- In order to waive a course in a Professional Certificate Program, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed and transcripted from a regionally accredited, or candidate for accreditation, college or university,
  - The course must have been completed within the past ten (10) years of application to the University 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.

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.

Early Childhood Education Endorsement

The following certificate program is approved to be offered at these University of Phoenix locations: Phoenix. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

This endorsement program is designed for already certified licensed elementary and/or special education teachers who wish to teach in early childhood settings (birth-grade 3). The curriculum is based on state and national standards for early childhood education. It includes theories of early childhood growth and development, the significance of family and cultural diversity for learning, the use of developmentally appropriate practices, assessment techniques, and technology to promote learning. Coursework, field experiences, and required student teaching will provide teachers with the skills and knowledge necessary to be effective early childhood educators.

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

Program Requirements

ECH 506 ................................................................. 3 credits
Introduction to Early Childhood Education

ECH 513 ................................................................. 3 credits
Growth and Development in Early Childhood

ECH 521 ~ ............................................................. 3 credits
Maintaining an Effective Learning Climate

ECH 548 ~ ............................................................. 3 credits
Early Childhood Assessment Strategies

ECH 514 ~ ............................................................. 2 credits
Survey of Special Populations

ECH 532 ~ ............................................................. 4 credits
Methods of Teaching in Early Childhood: Language and Literacy

ECH 529 ~ ............................................................. 4 credits
Methods of Teaching in Early Childhood: Mathematics and Science

ECH 534 ~ ............................................................. 2 credits
Methods of Teaching in Early Childhood: Social Studies

ECH 527 ~ ............................................................. 2 credits
Methods of Teaching in Early Childhood: The Arts

ECH 546 ~ ............................................................. 4 credits
Early Childhood Student Teaching Part A

ECH 556 ~ ............................................................. 4 credits
Early Childhood Student Teaching Part B

Program and Endorsement requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the ECH

All applicants to this endorsement program are expected to meet the following additional admission requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students enrolling in the ECH program must have a valid elementary education teaching certificate or a valid special education teaching certificate.
- Access to an early childhood classroom or setting (birth - grade 3)
- A minimum equivalent of three (3) years post-high school work experience.
- A signed ECH Endorsement New Student Checklist.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission

Completion Requirements for the ECH

The completion requirements for this program are as follows:

- The completion of a University required course of study.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of required practicum/student teaching.
- Completion of the e-portfolio.

Note: 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 requirements.
Minimum Grade Requirements for the ECH
A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses:
  - ECH 546
  - ECH 556

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.

Course Waivers for the ECH
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework. Student teaching waivers do not count toward the credit waiver maximum.

The following courses may not be waived: ECH 514, ECH 521, ECH 529, ECH 532, ECH 548

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 accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years of application to the University with a grade of “B” 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.

Field Experience for the ECH
Beginning with the first course, and throughout the program, candidates are required to complete 50 hours of verified field experiences, covering a variety of developmental levels from ages birth through 8 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program including 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. Candidates must work with their campus to arrange field experience.

Student Teaching for the ECH
- 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.
- Students must complete a minimum of 8 semester hours of student teaching including:
  - A minimum of 4 semester hours in a supervised student teaching setting serving children birth-preschool
  - A minimum of 4 semester hours in a supervised student teaching setting serving children kindergarten - grade 3
  - Candidates may waive 4 semester hours of student teaching if they meet one of the following:
    - One year of full-time verified teaching experience with children in birth-preschool may substitute for student teaching experience at this age level. Verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities
    - One year of full-time verified teaching experience with children in kindergarten-grade 3 may substitute for student teaching experience at this grade level.
  - Students must have one year of full-time verified teaching experience with children in kindergarten-grade 3 may substitute for student teaching experience at this grade level.
  - Students who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
  - Student teaching can only be repeated one time.
  - 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, in some states, may be eligible to complete their student teaching (validate) in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in a birth-grade 3 environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in the grade/content area that corresponds with the certification they are pursuing. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
  - Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

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

UNDERGRADUATE (Phoenix)

<table>
<thead>
<tr>
<th>Type of fee</th>
<th>Amount*</th>
<th>When due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad (Level 1-2)</td>
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<tr>
<td>Business, Education and Nursing</td>
<td>$ 380.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>Undergrad (Level 3-4)</td>
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<tr>
<td>Business and Nursing</td>
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<tr>
<td>Education</td>
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<tr>
<td>Division of Continuing Education Professional Courses</td>
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<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$ 250.00</td>
<td>When the Directed Study course scheduled.</td>
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<tr>
<td>Book and Material Charges</td>
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<tr>
<td>Varies by course</td>
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<td>When books and materials are purchased.</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$ 85.00</td>
<td>Prior to the first class session of each course.</td>
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<tr>
<td>Electronic Course Materials Charge for DCE</td>
<td>$ 20.00</td>
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<tr>
<td>CLEP Examination</td>
<td>$ 87.00</td>
<td>When each test is scheduled. Two payments required ($72.00 for CLEP and $15.00 for UOPX admin fee)</td>
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<tr>
<td>Prior Learning Assessment Fees</td>
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<tr>
<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td><strong>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. If the documentation is not received within this time frame, the student will be charged another submission fee of $150.00 if the material is presented at a later date.</strong></td>
</tr>
<tr>
<td>Per Assessed Credit Fee</td>
<td>$ 75.00</td>
<td><strong>All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</strong></td>
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<tr>
<td>Check Return Fee/Declined Credit Card Fee</td>
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<td>Contact Your Campus Representative Upon notification.</td>
</tr>
<tr>
<td>Electronic Course Materials Late Fee</td>
<td>$ 30.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Late Tuition Payment Fee</td>
<td>$ 30.00</td>
<td>Upon notification.</td>
</tr>
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*Note: All fees are subject to change.

(Table Page 1 of 2)
<table>
<thead>
<tr>
<th>Type of fee</th>
<th>Amount*</th>
<th>When due</th>
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<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
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<tr>
<td>2nd day delivery fee</td>
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<tr>
<td>Duplicate Diploma fee</td>
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<tr>
<td>Duplicate Certificate fee</td>
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<td>Transcript Rush Fee</td>
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*Note: All fees are subject to change.

(Table Page 2 of 2)
## GRADUATE (Phoenix)

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<th>Type of fee</th>
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<td>Application Fee</td>
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<td>Degree Programs</td>
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<tr>
<td>Business, Technology and Management</td>
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<td>Counseling and Nursing</td>
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<td>Education</td>
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<td>Continuing Education Courses</td>
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<td>SHRM</td>
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<td>9CT/LCERT</td>
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<tr>
<td>FNP</td>
<td>$ 570.00</td>
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<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$ 250.00</td>
<td>When the Directed Study course is scheduled.</td>
</tr>
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<td>TED Student Teaching Registration Fee (non-refundable)</td>
<td>$ 100.00</td>
<td>An additional $100.00 will be charged if cancelled after registration.</td>
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<td>Practicum Registration Fee (non-refundable)</td>
<td>$ 200.00</td>
<td>Prior to the first class session of each course.</td>
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<tr>
<td>Professional Counseling Assessment Registration Fee (non-refundable)</td>
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<td>Prior to the first class session of each course.</td>
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<tr>
<td><strong>Book and Material Charges</strong></td>
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<td></td>
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<tr>
<td>Varies by course</td>
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<td><strong>Electronic Course Materials Charge (if applicable)</strong></td>
<td>$ 105.00</td>
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<td><strong>Electronic Course Materials Late Fee</strong></td>
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COURSE DESCRIPTIONS

UNDERGRADUATE

Courses are listed alpha numerically based on the academic discipline prefix.

Courses numbered 100-299 are considered lower division; courses numbered 300-499 are considered upper division. Credits for upper division courses may be applied toward lower division requirements. Each course description is followed by the number of credits the course carries and the general education area it may satisfy.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 210 ................................................................. 3 credits

Accounting Information Systems
This course introduces accounting students to the use of technology 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 and human synergy.

ACC 280 ~ ................................................................. 3 credits

Principles of Accounting
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

ACC 300 ~ ................................................................. 3 credits

Financial Accounting I
This course introduces plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting and other significant liabilities.

ACC 305 ................................................................. 3 credits

Financial Accounting Transaction Analysis
This course covers the reporting of transactions for plant assets, liabilities, accounting for corporations, investments, statements of cash flows, time value of money, payroll accounting, and other significant liabilities.

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 362 ~ ................................................................. 3 credits

Financial Accounting II
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

ACC 363 ~ ................................................................. 3 credits

Financial Accounting II
This course introduces 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.

ACC 400 ~ ................................................................. 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 421 ~ ................................................................. 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.

ACC 422 ~ ................................................................. 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. Interwoven 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
ACC 440 ................................................................. 3 credits
Advanced Financial Accounting
This course covers business combinations and diversified companies, consolidations of financial statements, home office and branch accounting, segments, foreign currency transactions.

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 462 ................................................................. 3 credits
Contemporary Auditing I
This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to psychological processes of sensation, drive, emotion, learning, and memory.

ACC 463 ................................................................. 3 credits
Financial Accounting II
This course is an introduction to federal 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 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 auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.

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.

ARTS 100 ............................................................. 3 credits
Introduction to the Visual 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 their historical development in Western European tradition.

ARTS 125 ............................................................. 3 credits
Pop Culture and the Arts
This course explores the interactions between the arts, advertising, media, and lifestyle and cultural trends in contemporary American society. Familiarity will be gained with the various art forms and their relationship to mass media, personal and professional life, and in particular to how they contribute to the current conception of fine art and popular culture. Students are asked to examine current trends and cultural changes, assessing both the role the arts have played in creating them and the influence these cultural trends have on art itself.

ARTS 230 ............................................................. 3 credits
Survey of the Visual Performing 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 340 ............................................................. 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.

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.

BCOM 405 ........................................................... 3 credits
Communications Law and Ethics
This course focuses on the legal and ethical environment of communications in business. Emphasis will be placed on free speech, legal actions, intellectual property, business practices, ethics, and future trends in business communications.

BCOM 426 ........................................................... 3 credits
Advertising and Media Communications
This course focuses on the role of media communication and advertising in the business environment. Topics will explore media and
advertising, media campaigns, media technologies, and the future of media communication and advertising.

**Applications in Business Communications**

In this course, students will integrate the principles and practices of communications theory and practice with communication law and ethics, mass communications, public relations, media and advertising, and electronic publishing. Students will utilize their communications knowledge and skills to be more effective managers in the business environment.

**Introduction to Biology**

This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

**General Biology**

This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

**Conservation Biology**

This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

**Ecology and Evolution**

This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

**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.

**Politics and Citizenship: The Public Policy Environment**

This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.

**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.

**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.

**Public Finance: Sources, Management, and Reports**

This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and used, the responsibility for public stewardship, economics fiscal policy, and includes the needs for accurate and complete reporting. Different approaches to public finance by federal, state, and local agencies are covered. 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 and 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.

**Strategic Retail Management**

This course presents an overview of the strategic retail management environment from the beginning to the end of the retail value chain. Students gain an understanding of how to manage in the highly competitive retail environment. Issues concerning merchandising, customer experience, retail channels, diverse customer demographics, and other industry trends are examined.

**Retail Marketing**

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.

**Product and Brand Management**

This course presents an analysis of the goods and services lifecycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product development strategies that deliver value to consumers.

**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.
Retail Operations: Technology and Finance
This course presents technology and finance concepts from a retail management context. Topics include inventory management, forecasting and reporting, buying, retail accounting, e-commerce, and database management. Upon completion of the course, students will possess the skills and knowledge necessary to manage the financial and technological operations of a retail business.

BRM 456 ~ ................................................................. 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.

BSA 310 ~ ................................................................. 3 credits
Business Systems
This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal and operations. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 375 ~ ................................................................. 3 credits
Fundamentals of Business Systems Development
This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

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.

BSA 380 ~ ................................................................. 3 credits
Introduction to Software Engineering
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Software Engineering and Systems Development Life Cycle are fundamental to the course.

BSA 385 ~ ................................................................. 3 credits
Intro to Software Engineering
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Software Engineering and Systems Development Life Cycle are fundamental to the course.

BSA 400 ~ ................................................................. 3 credits
Business Systems Development II
This course continues the subject in 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 upon when and how to most effectively use available methodologies and tools for systems development.

BSA 405 ~ ................................................................. 3 credits
End-User Business Applications
This course reviews the common information system applications that an end-user would use in a typical business environment. Both individual productivity tools as well as enterprise tools are explored. The course relates the information system applications to material presented in other courses in the program.

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.

BSHS 301 ................................................................. 3 credits
Introduction to Human Services
This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to demonstrate critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers in the format of the Publication Manual for the American Psychological Association. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 302 ~ ................................................................. 3 credits
Introduction to Human Services
This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 311 ~ ................................................................. 3 credits
Models of Effective Helping
This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human
service worker.

BSHS 312 ~ ................................................................. 3 credits  
Models of Effective Helping

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

BSHS 321 ~ ................................................................. 3 credits  
Communication Skills for the Human Service Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

BSHS 322 ~ ................................................................. 3 credits  
Communication Skills for Human Services Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, verbal and nonverbal communications, exploration and goal setting skills, and various techniques for helping people change. Students will develop an understanding of the relationship dynamics between clinicians, clients, and human service staff through application of communication techniques and strategies.

BSHS 331 ~ ................................................................. 3 credits  
Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 332 ~ ................................................................. 3 credits  
Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 341 ~ ................................................................. 3 credits  
Field Experience/Part I

This course will provide relevant information and support to assist students in their first field work placement experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field work experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on participant involvement, communication, community and service networking, and education, training, and self development.

BSHS 342 ~ ................................................................. 3 credits  
Human Lifespan Development

This course presents students with empirical research findings and theoretical frameworks to foster an understanding of the various stages and dimensions of human development across the lifespan. Emphasis is placed on biological, cognitive, emotional, and social development in a timeframe extending from prenatal development through the elder years and on toward eventual end of life and bereavement processes.

BSHS 351 ~ ................................................................. 3 credits  
Technology in Human Services

This course is a survey of the use of communications technology in human services. It will examine how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the Internet and a valid e-mail address to take this course.

BSHS 352 ~ ................................................................. 3 credits  
Technology in Human Services

This course is a survey of the use of communications technology in human services. It examines how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the Internet and have a valid e-mail address to take this course.

BSHS 361 ~ ................................................................. 3 credits  
Child Development

In this course students learn about human growth and development from conception through adolescence. Physical, cognitive, and psychosocial developmental domains are studied. Within those domains, language development, moral development, and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human services workers have on children, adolescents, and their caregivers.

BSHS 371 ~ ................................................................. 3 credits  
Adult and Family Development

In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today’s society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.

BSHS 381 ~ ................................................................. 3 credits  
Research and Statistics for the Social Sciences

This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become “informed consumers” of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced. Students will practice developing research designs, critically evaluating research reports and interpreting statistical analyses.
BSHS 382 ~ ................................................................. 3 credits

Research and Statistics for the Social Sciences
This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become “informed consumers” of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 391 ~ ................................................................. 3 credits

Lifelong Learning and Professional Development
This course will examine the roles of lifelong learning and professional development for human service workers in the helping process. Students will clarify their values and aspirations and develop a plan for their personal professional development. Students will explore both short-term plans and long-range goals and research the requirements and resources for each.

BSHS 401 ~ ................................................................. 3 credits

Case Management
This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 402 ~ ................................................................. 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 411 ~ ................................................................. 3 credits

Field Experience/Part II
This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities while in the field experience. Students will learn to present issues for supervision.

BSHS 421 ~ ................................................................. 3 credits

Cultural Diversity and Special Populations
Students will explore rich and unique features of ethnically diverse populations and “special populations,” and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 431 ~ ................................................................. 3 credits

Dependency and Addictions
Students will be introduced to the addictions process involved in alcohol, chemical, and other dependency areas. The role of addiction within society, the criminal justice system, and treatment areas will be explored.

BSHS 441 ~ ................................................................. 3 credits

Advocacy and Mediation
This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 442 ~ ................................................................. 3 credits

Advocacy and Mediation
This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative. Workshops will include role-plays in dyads and small groups.

BSHS 451 ~ ................................................................. 3 credits

Program Design and Proposal Writing
This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

BSHS 452 ~ ................................................................. 3 credits

Program Design and Proposal Writing
This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

BSHS 461 ~ ................................................................. 3 credits

Building Community in Organizations
This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.

BSHS 462 ~ ................................................................. 3 credits

Building Community in Organizations
This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications of considering organizations as communities, the skills necessary to effectively work in organizational communities and the powerful benefits of working in community. Emphasis will be placed on the skills of working effectively in community.
Working with Groups

BSHS 471 ~ ................................................................. 3 credits
Mental Health and Crisis Intervention Practices

Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

BSHS 481 ~ ................................................................. 3 credits
Field Experience, Part III

The course provides students with knowledge, awareness, and skill building in group work. Content emphasizes such areas as different types of groups (task, psycho-educational, counseling, and psychotherapy), group dynamics, group norms and boundaries, leadership styles, and leading and co-leading. Ethics, standards for best practice, principles for diversity-competent group workers, confidentiality, and selection procedures are included as key components for effective group work practice.

BSHS 491 ~ ................................................................. 3 credits

Elective

CHM 110 ~ ................................................................. 3 credits
Introductory Chemistry

This course is an introduction to the fundamentals of the Vista and working, configuration, upgrading, and repair.

BUS 401 ~ ................................................................. 3 credits
Business Law

This course examines, analyzes, and applies to the modern business environment the nature, formation, and system of law in the United States.

BUS 415 ~ ................................................................. 3 credits
Business Law for Entrepreneurs

This course focuses on the legal issues faced by small business entrepreneurs. This includes the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.

Contemporary Business Law I

This course is the first in a two-part business law course that reviews the American legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. This course critically examines torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

BUS 415 ~ ................................................................. 3 credits

Contemporary Business Law II

This course is the second in a two-part business law course sequence that critically examines real and personal property, creditor-debtor relationships, bankruptcy, sales, securities, and government regulation.

BUS 422 ~ ................................................................. 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.

BUS 475 ~ ................................................................. 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.

CIS 205 ~ ................................................................. 3 credits
PC Applications Support

This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.

CIS 280 ~ ................................................................. 3 credits
Computer Hardware Fundamentals

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 282 ~ ................................................................. 3 credits
Computer Software Fundamentals

This course is an introduction to the fundamentals of the Vista and

CIS 284 ~ ................................................................. 3 credits

Enterprise Computer Support

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.

CIS 286 ~ ................................................................. 3 credits

Computer Maintenance and Troubleshooting

This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

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.

CJA 204 ~ ................................................................. 3 credits

Introduction to Criminal Justice

This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214 ~ ................................................................. 3 credits

Introduction to Policy Theory and Practices

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJA 224 ~ ................................................................. 3 credits

Introduction to Criminal Court Systems

This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234 ~ ................................................................. 3 credits

Introduction to Corrections

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include: policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 300 ~ ................................................................. 3 credits

Organized Crime

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 the 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 303 ~ ................................................................. 3 credits

Foundations of Criminal Justice

This course is a survey of the criminal justice system, including the agencies and processes involved in the administration of criminal justice. It provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are also discussed.

CJA 304 ~ ................................................................. 3 credits

Interpersonal Communications

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 310 ~ ................................................................. 3 credits

Contemporary Issues in Criminal Justice

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the way crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

CJA 313 ~ ................................................................. 3 credits

Contemporary Issues in Criminal Justice

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the way crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

CJA 314 ~ ................................................................. 3 credits

Criminology

Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 320 ~ ................................................................. 3 credits

Introduction to Criminal Justice

This course is a survey of the criminal justice system, including the agencies and processes involved in the administration of criminal
justice. It provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are also discussed.

CJA 323 ~ ..................................................................................... 3 credits

Criminology

Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324 ~ ..................................................................................... 3 credits

Ethics in Criminal Justice

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 330 ~ ..................................................................................... 3 credits

Policing Theory and Practice

This course is designed to provide students the opportunity to gain a better understanding of policing in the United States. It offers the foundations of policing, from police roles to the issues that police officers are facing today.

CJA 334 ~ ..................................................................................... 3 credits

Research Methods in Criminal Justice

Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 340 ~ ..................................................................................... 3 credits

Criminal Law

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 343 ~ ..................................................................................... 3 credits

Criminal Law

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 345 ~ ..................................................................................... 3 credits

Cultural Diversity Issues in Criminal Justice

This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 350 ~ ..................................................................................... 3 credits

Criminal Procedure

This course explores basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 353 ~ ..................................................................................... 3 credits

Criminal Procedure

This course explores basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 354 ~ ..................................................................................... 3 credits

Criminal Law

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 360 ~ ..................................................................................... 3 credits

Interpersonal Communication

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 363 ~ ..................................................................................... 3 credits

Interpersonal Communications

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.
CJA 364 ~................................................................. 3 credits
**Criminal Procedure**

This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 374 ~................................................................. 3 credits
**Juvenile Justice Systems and Processes**

This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 384 ~................................................................. 3 credits
**Criminal Organizations**

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed 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.

CJA 444 ~................................................................. 3 credits
**Organizational Behavior and Management**

This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 454 ~................................................................. 3 credits
**Criminal Justice Management Theory and Practice**

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 464 ~................................................................. 3 credits
**Criminal Justice Policy Analysis**

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

CJA 370 ~................................................................. 3 credits
**Introduction to Policing**

This course is designed to provide students the opportunity to gain a better understanding of policing in the United States. As an introductory course, it offers the foundations of policing, from police roles to the issues that police officers are facing today.

CJA 373 ~................................................................. 3 credits
**Criminal Court Systems**

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and non-professional courtroom participants, and stages in the process are discussed.

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 380 ~................................................................. 3 credits
**Criminal Court Systems**

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and non-professional courtroom participants, and stages in the process are discussed.

CJA 383 ~................................................................. 3 credits
**Institutional and Community Corrections**

This course is a survey of the punishment phase of the criminal justice system, including the history, evolution, and process of American corrections. It provides an overview of corrections, including the persons, agencies, and organizations that manage criminals. Jails and prisons are described, including portrayals of inmates and their characteristics, and administrative operations. Other issues examined include overcrowding, inmate rights, privatization, female prisoners, juveniles and the emergence of community corrections.

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 390 ~ Introduction to Corrections
This course is a survey of the punishment phase of the criminal justice system, including the history, evolution, and process of American corrections. It provides an overview of corrections, including the persons, agencies, and organizations that manage criminals. Jails and prisons are described, including portrayals of inmates and their characteristics, and administrative operations. Other issues examined include overcrowding, inmate rights, privatization, female prisoners, juveniles and the emergence of community corrections.

CJA 393 ~ Juvenile Justice
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 400 ~ Juvenile Justice Systems and Processes
This course is a general orientation to the field of juvenile delinquency, including causation and the development of 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 403 ~ 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 410 ~ Ethics in Criminal Justice
This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, American Bar Association Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 413 ~ Ethics in Criminal Justice
This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, American Bar Association Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 420 ~ Cultural Diversity in Criminal Justice
This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 423 ~ Cultural Diversity in Criminal Justice
This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 430 ~ Research Methods in Criminal Justice
Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 433 ~ Research Methods in Criminal Justice
Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 440 ~ Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 443 ~ Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 450 ~ Criminal Justice Administration
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 453 ~ ..................................................................................... 3 credits

Criminal Justice Administration

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 460 ~ ..................................................................................... 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 policy is included.

CJA 463 ~ ..................................................................................... 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 473 ~ ..................................................................................... 3 credits

Futures of Criminal Justice

This course examines possible criminal justice futures and the broader topic of global justice. Students will research and discuss issues that police, corrections, and courts are likely to confront in the 21st century and beyond and will examine established predictive techniques in the field of futures research. Students will critically examine the varied criminal justice systems that exist in the global community. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.

CJA 483 ~ ..................................................................................... 3 credits

Futures of Criminal Justice

This course examines possible criminal justice futures and the broader topic of global justice. Students will research and discuss issues that police, corrections, and courts are likely to confront in the 21st century and beyond and will examine established predictive techniques in the field of futures research. Students will critically examine the varied criminal justice systems that exist in the global community. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.

CMGT 244 ~ ................................................................................ 3 credits

Intro to IT Security

CMGT/244 introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CMGT 410 ~ ..................................................................................... 3 credits

Project Planning and Implementation

This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within a technical environment. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, scheduling, budgeting, tracking and controlling.

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.

CMGT 432 ~ ..................................................................................... 3 credits

Introduction to Cryptography

This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today’s information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.

CMGT 440 ~ ..................................................................................... 3 credits

Introduction to Information Systems Security

This course introduces security principles and 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 information systems professionals need to consider during the development and implementation of computer based information systems. This course
will survey remedies and prevention techniques available 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 information 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 as the concepts for protecting the hardware and software assets of the enterprise.

CMGT 445 ~ .................................................................................. 3 credits

Application Implementation

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

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 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.

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 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.

COM 310 ~ .................................................................................. 3 credits

Communication: 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 320 ~ .................................................................................. 3 credits

Interpersonal Communication

This course presents the knowledge, skills and understanding necessary for people to communicate effectively in a variety of personal, social, and professional situations. The course approaches communication as a holistic, culture-laden experience that is non-verbal as well as verbal. Interpersonal communication is examined as a process that is inextricably involved with personal identity, human relationships, and power dynamics.

COM 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 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 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 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 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 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 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 400 .................................................................3 credits
Media and Society
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 403 .................................................................3 credits
Contemporary Communication in a Diverse Society
The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

COM 410 .................................................................3 credits
Management, Leadership, and Communication
This course focuses on the development of communication styles, strategies, and skills necessary to manage and lead in business and professional situations. Students will analyze communication needs and context, devise strategies, and execute them to develop communication styles appropriate for contemporary workforces. The principles and practices of this course apply to non-profit philanthropic and cultural organizations as well as the business sector.

COM 420 .................................................................3 credits
Creativity and Communication
Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one’s creativity is one of the primary focuses of the course.

COM 430 .................................................................3 credits
Public Relations and Public Affairs
Expanding upon the communication model of sender, channel, and receiver, this course explores the communication processes in the public arena, commercial, non-profit, and public interest-based. Professional and ethical foundations will be explored as well as the tools and techniques of these professional practices.

COM 440 .................................................................3 credits
Communication Law
This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulation that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 .................................................................3 credits
Ethics and Communication
While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 460 .................................................................3 credits
Communication for Training and Development
Effective training is based on effective communication. Regardless of the content or skill being training, essential communication principles must be followed to ensure effective training takes place. This course focuses on those principles by examining their application in the process of designing and delivering training for adults. Training designed for business, civic, and philanthropic organizations will be considered.

COM 470 .................................................................3 credits
Mediation and Conflict Resolution
Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 480 .................................................................3 credits
Communication Capstone Course
This is the capstone course for students pursuing the bachelor’s of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

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.
COMM 102 ~ Communication Skills for Career Growth
This course covers the skills necessary for effective communication in the work environment and in modern society. The course provides an orientation to basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. Emphasis will be placed on applying these skills and theories to group processes and professional situations. (For Online and FlexNet students Only.) Communication Arts.

COMM 105 ~ Introduction to Effective Written Communication
This course focuses on the core academic skills of writing effective university-level essays. Learning applications range from writing strategies to paragraph structure, sentence construction, and word choices. Emphasis will be placed on developing individual writing skills and applying strategies for collaborative writing in Learning Teams. Communication Arts

COMM P105 ~ Introduction to Effective Written Communications
This course focuses on the core academic skills that students use in writing effective university-level essays. Learning applications drill down from strategies to composing essays through paragraph structure, sentence construction, and word choices. Emphases will be placed on developing individual writing skills, along with applying strategies for collaborative writing in Learning Teams. This is a Spanish course.

COMM 110 ~ 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 112 ~ Introduction to Research for College Writing
This course introduces students to the research process with emphasis on academic applicability. Students will gather and utilize primary and secondary data and information through the exploration of digital libraries, the Internet, and other sources of information. Students will analyze and evaluate sources in the course of preparing a research paper, with an additional focus on the responsible use of information and correct documentation.

COMM 200 ~ Interpersonal Communication Skills
This course is designed to foster an understanding and appreciation of effective interpersonal skills. It addresses self-awareness, group process, self-disclosure, effective communication, conflict resolution, and team building.

COMM 208 ~ Business Writing Essentials
This course covers business writing as part of the managerial communications process. Emphasis is placed on the importance of style and lucid writing in letters, memoranda, brief informal reports, resumes, cover letters and comprehensive business reports. Writing strategies for various message types are presented. The elements of successful writing in an electronic environment are also discussed along with the impact of technology on business communications.

COMM P208 ~ Business Writing Essentials (Spanish)
This course covers Spanish business writing as part of the managerial communications process. Emphasis is placed on the importance of lucid writing in letters, minutes, acts, memoranda, brief informal reports, and comprehensive business reports.

COMM 215 ~ 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.

COMM P215 ~ Essentials of College Writing
This course covers the essential writing strategies and skills required for college-level coursework, and teaches students to distinguish between interpretive and analytical writing. Emphasis is placed on the development of research papers, position papers, and case study analyses, with the research process approached from both conceptual and applied perspectives. This course also provides for a review of Spanish grammar, and includes discussion on elements of mechanics, style, citation, and proper documentation. This is a Spanish course.

COMM 251 ~ Rhetoric and Critical Thinking
This 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 communication.

COMM 299 ~ Written Communication for AACR
This course assists students in analyzing their experiences and communicating the experiences effectively. Further, the course focuses on core academic skills necessary for writing effective college-level essays and covers writing strategies, paragraph use and structure, and sentence construction. This course also covers the application of peer-review, collaborative, and error analysis strategies for developing more effective communication. Communication Arts

COMM 301 ~ Proposal Writing
This one-credit course is a comprehensive guide that includes step-by-step approaches to devising a strategy that will lead to the development of a winning proposal. The course focuses on the process of proposal “development” rather than proposal “writing.” The format and content of the course are both technical and conceptual in nature.
This course addresses how an effective oral presentation is developed and delivered. Students will acquire strategies for overcoming speaker's anxiety and gaining confidence. The role of language, ethics and critical thinking in oral presentation are examined. Techniques for audience targeting, as well as the differences between group and individual presentations are also addressed. A primary focus will be on learning to speak extemporaneously or conversationally for maximum impact. Extensive opportunities for practicing and critiquing oral presentations will be provided. Communication Arts.

This course identifies barriers to effective communication associated with race, gender, culture and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity issues influence effective communication. The course will introduce techniques for improving written, oral, and interpersonal communication skills in response to diversity concerns. Communication Arts.

This course focuses on identifying and developing the communication skills necessary to successfully manage individuals and groups within business and work organizations. Students will identify their management communication styles and assess and improve their effectiveness in the areas of interpersonal communications, group dynamics, diversity, motivation, team building, and conflict resolution. Communication Arts.

This course offers guidance and examples on how to communicate effectively in a workplace that is increasingly dependent upon technology as a means to communicate globally. The course provides students with an understanding of technology-mediated communication and how to maximize the use of new media to optimize organizational communications. Intragnets, Internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.

This course is an integrating course in business application software engineering, integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

This course covers database concepts. Topics include data analysis, principal data models with emphasis on the relational model, entity-relationship diagrams, logical design, data administration and normalization. The course uses Microsoft Visio.

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.

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management, how to leverage technology to enhance business processes, the unique characteristics of e-marketing, and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

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.

In today’s global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem solving. This course is the first of a two-part sequence that addresses the critical e-business considerations and emerging trends that general managers face in today’s e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

In today’s global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem solving. This course is the second of a two-part sequence that addresses the critical e-business considerations and emerging trends that general managers face in today’s e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

This course analyzes examples of both e-business successes and failures in order to identify critical success and failure factors. The course uses material presented in other courses in the program and in the analyses.

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
Economics for Business II
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. Spreadsheet proficiency recommended.
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 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.
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.
EDU 300 ................................................................. 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, Teacher Work Sample, and technology resources will be discussed.
EDU 301 ................................................................. 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 305 ................................................................. 3 credits

Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emo-
EDU 390E ......................................................................................... 0 credits

E-portfolio Evaluation for EDU 390
This course is designed to monitor the evaluation of the required e-portfolio assignment for EDU 390. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 400 ......................................................................................... 3 credits

Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

EED 415 ......................................................................................... 3 credits

Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 415E ......................................................................................... 0 credits

E-portfolio Evaluation for EED 415
This course is designed to monitor the evaluation of the required e-portfolio assignment for EED 415. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 420 ......................................................................................... 3 credits

Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of 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.

EED 425 ......................................................................................... 3 credits

Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 ......................................................................................... 3 credits

Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of 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 a variety of data collection tools designed to assess student learning.

EED 435 ......................................................................................... 3 credits

Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 490 ......................................................................................... 3 credits

Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 490E ......................................................................................... 0 credits

E-portfolio Evaluation for EED 490
This course is designed to monitor the evaluation of the required e-portfolio assignment for EED 490. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 495 ......................................................................................... 3 credits

Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 495E ......................................................................................... 0 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 the concepts of response and preparedness, recovery and mitigation strategies. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

EMC 310 ......................................................................................... 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 risk assessment, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
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.
EMC 340 ~ ................................................................. 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, impacts of disaster on response organization and personnel will be discussed.
ENG 106 ~ ................................................................. 3 credits

**Survey of Literacy Masterpieces**

This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.
ENG 120 ~ ................................................................. 3 credits

**Business Literature**

This course explores business and the workplace through imaginative literature and essays. Students will study poems, plays, short stories, and essays with themes or story lines that emanate from the workplace. Students will read, interpret, and analyze the literature while responding to the connections between occupation and personal identity and the connections between social and personal significance. Students will note and discuss trends in society that are illustrated by business and workplace attitudes and portrayed in literature.
ENG 125 ~ ................................................................. 3 credits

**Literature in Society**

This course introduces themes in literature and provides guided study and practice in reflecting on themes, which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures. Humanities
ENG 130 ~ ................................................................. 3 credits

**Introduction to Academic Writing**

This course develops the essential skills used in writing effective university-level essays. Students study the composition process and practice the skills used at each of its stages. Emphasis is placed on essay organization. Individual topics studied range from rhetorical strategies such as narrative, cause and effect, and comparison, to specific techniques such as writing good thesis statements and organizing paragraphs. This course addresses the mechanics of writing, introduces APA format, and reviews fundamental grammar rules.
ENG 135 ~ ................................................................. 3 credits

**Essentials of Contemporary Communication**

This course covers the skills necessary for effective written and oral communication in the workplace and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills.
ENG 155 ~ ................................................................. 3 credits

**Mythology in Literature and Life**

This course provides an overview of mythology and its relationship to ancient and current cultures. The course covers the purposes and types of myths, the development of myths and mythological characters, common elements of mythological structures, the predominant characteristics of deities and heroes in myth and the obstacles and dangers that these archetypes encounter, how myths affect our personal and social lives, in which these ancient archetypes are found in contemporary society, and how attitudes and behaviors are influenced by mythological literature.
ENG 157 ~ ................................................................. 3 credits

**Multicultural Literature**

This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 215 ~ ................................................................. 3 credits

**Effective Academic Writing**

This course develops the skills used in writing applied research papers for a university-level audience. Students will write position papers, persuasive essays, and case study analyses. Students will study classical rhetorical concepts of authority and the Toulmin method of argument analysis, and will evaluate outside sources for objectivity and utility in constructing persuasive arguments. Students practice giving peer feedback, revising essays in response to feedback, and writing collaboratively as learning teams. The course reviews the elements of grammar, mechanics, style, and proper documentation of outside sources.
ENG 221 ~ ................................................................. 3 credits

**Technical Writing Fundamentals**

This course covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.
ENG 290 ~ ................................................................. 3 credits
American Ethnic Literature
This course will survey the literature of the major ethnic groups in the United States (Hispanics/Latinos, Native Americans, African-Americans, and Asian-Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques. Humanities
ENG 302 ~ ................................................................. 3 credits

20th Century American Literature
This course will survey major authors, ideologies, and historical contexts of American literature from the 20th century. A diverse range of works, genres, movements, and cultural narratives will be used to explore how cultural pluralism helped shape and reflect the evolution of American thought. Humanities
ENG 304 ~ ................................................................. 3 credits

Shakespeare
This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
ENG 306 ~ ................................................................. 3 credits

Poetry and Society
This course surveys English language poetry from medieval times through the present. Students analyze and interpret poetry, paying particular attention to the role of the poet and poetry in society. Poems are addressed in historical context, by theme, and for their relevance to contemporary culture.
ENG 308 ~ ................................................................. 3 credits

American Autobiography
Through the use of memoirs, autobiographies, journals, or diaries, students in this course will be introduced to individuals who impacted the social, political, and cultural environments of America.
ENG 340 ~ ................................................................. 3 credits

Creative Writing
This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students’ imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings. Communication Arts.
ENG 380 ~ ................................................................. 3 credits

Applied Linguistics
This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENG 491 ~ ................................................................. 3 credits

American Literature to 1860
This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political, and social writings, and poetry will be read and discussed. Humanities
ENG 492 ~ ................................................................. 3 credits

American Literature since 1860
This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493 ~ ................................................................. 3 credits

English Literature to 1800
This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored. Humanities
ENG 494 ~ ................................................................. 3 credits

English Literature since 1800
This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored. Humanities
ENG 495 ~ ................................................................. 3 credits

Advanced Creative Writing
This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers’ workshop will be an integral component of this course. Communication Arts.
ENG 496 ~ ................................................................. 3 credits

African American Literature
This course will provide students with an in-depth analysis of African American Literature. Topics include the underlying historical experiences and cultural values of African Americans and how these experiences and values were expressed through various types of literature. Throughout the course, students will be encouraged to examine African American Literature in a socio-historical context.
ENV 100 ~ ................................................................. 3 credits

Principles of Environmental Science
This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.
ENV 310 ~ ................................................................. 3 credits

Environmental Management
This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 315</td>
<td>Global Change</td>
<td>3</td>
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<td></td>
<td>This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.</td>
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<td>ENV 320</td>
<td>Environmental Law</td>
<td>3</td>
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<td>This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.</td>
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<tr>
<td>ENV 330</td>
<td>Global Environmental Health</td>
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<td></td>
<td>This course provides an overview of the basic concepts of human and ecological risk assessment. Significant case studies will be used to illustrate the assessment process.</td>
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<tr>
<td>ENV 410</td>
<td>Environmental Toxicology</td>
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<td></td>
<td>The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.</td>
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<tr>
<td>ENV 420</td>
<td>Environmental Risk Assessment</td>
<td>3</td>
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<tr>
<td></td>
<td>This course provides an overview of the basic concepts of human and ecological risk assessment. Significant case studies will be used to illustrate the assessment process.</td>
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<tr>
<td>ENV 430</td>
<td>Environmental Technology</td>
<td>3</td>
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<td></td>
<td>This course presents students with the current and emerging technologies that are available for the management of the environment. Environmental factors will be examined for the proper selection and application of these technologies.</td>
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<tr>
<td>ENV 431</td>
<td>Public Policy Analysis</td>
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<td></td>
<td>This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.</td>
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<tr>
<td>ESL 300</td>
<td>Teaching English Language Learners (ELL)</td>
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<td></td>
<td>This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.</td>
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<tr>
<td>ETH 316</td>
<td>Ethics and Social Responsibility</td>
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<td></td>
<td>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.</td>
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<tr>
<td>FIN 320</td>
<td>Corporate Finance</td>
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<td></td>
<td>This course introduces students to the principles and practices of finance applied in the business environment. The course provides a survey of the important aspects of financial management, practice, and policy faced by industry executives and practitioners providing consultative services. Provision of financial services is a common adjunct to public accounting practices, accounting executives, and accountants.</td>
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<tr>
<td>FIN 324</td>
<td>Financial Analysis For Managers I</td>
<td>3</td>
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<tr>
<td></td>
<td>This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: the accounting environment, financial statements, financial markets, working capital management and financial planning, and Internal Controls.</td>
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<tr>
<td>FIN 325</td>
<td>Financial Analysis For Managers II</td>
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<td></td>
<td>This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: cost management systems, time value of money, capital budgeting, capital structure, and international finance.</td>
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<tr>
<td>FIN 370</td>
<td>Finance for Business</td>
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<td></td>
<td>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.</td>
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<tr>
<td>FIN 375</td>
<td>Financial Management in the Small Business</td>
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<td>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.</td>
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<tr>
<td>FIN 402</td>
<td>Investment Fundamentals and Portfolio Management</td>
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<td>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.</td>
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<tr>
<td>FIN 403</td>
<td>Global Finance</td>
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<td></td>
<td>This course examines financial issues in the global environment from the perspective of both domestic and multinational organizations. Students will analyze the international business environment and</td>
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</table>
will apply financial concepts and practices to a global market to maximize value. They will use financial concepts to make informed international investment and financing decisions, including those involving e-business and technology. Areas of emphasis include: the environment of global finance, foreign exchange and derivatives markets, global risk management, financing foreign operations, and foreign investments.

FIN 404 ~ ......................................................... 3 credits

Advanced Topics in 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 world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

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 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 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. Business Elective

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. Business Elective

FIN 475 ~ ......................................................... 3 credits

Managerial Finance I

This course is an overview of the fundamentals of financial administration. Emphasis is placed on techniques used in the development of financial thought and financial decisions, and risk-return relationship. The legal forms of organizations, tax implications, tools of financial analysis, financial structure of firms, leverage, and internal financing mechanisms are also discussed. Spreadsheet proficiency recommended.

FIN 476 ~ ......................................................... 3 credits

Managerial Finance II

This course is an overview of the fundamentals of financial administration. Emphasis is on using financial thought and decision-making skills to understand a firm’s working capital management, short-term and long-term financing policies, and special topics in the field of financial management.

GBM 480 ~ ......................................................... 3 credits

Global Business Environment and Strategy

In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.

GBM 481 ~ ......................................................... 3 credits

International Trade and Investment

In this course, students will examine international trade and investment. Upon completion of this course, students should be able to apply current theories, concepts, and practices in conducting global business transactions.

GBM 482 ~ ......................................................... 3 credits

Global Human Resource Management

In this course, students will examine human capital in a global business environment. Upon completion of this course, students should be able to identify, design, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

GBM 483 ~ ......................................................... 3 credits

Global Value Chain Management

This course describes value chain activities between buyers and sellers in international business, with particular emphasis on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries. Upon completion of this course, students will be able to manage their company’s value chain internationally through purchasing agreements and partnerships with foreign suppliers, company-owned foreign operations, and outsourced activities. They will also understand how goods are transported between countries using various transportation modes, the choices between available international financial transactions, the major issues raised by the international localization of operations, and legal and regulatory issues such as, customs and duties regulations that facilitate global commerce.

GBM 484 ~ ......................................................... 3 credits

Advanced Topics in Global Business Management

In this course, students will examine the process and critical components of developing global marketing strategies. Upon completion of this course, students should be prepared to develop and implement global marketing plans and audits. Emphasis is placed on contemporary strategies in areas such as e-business and market research.

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 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.

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.

GEN 480 ~ ................................................................. 3 credits

Interdisciplinary Capstone Course

This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

GEO 150 ................................................................. 3 credits

Geography of World Commerce

This course provides a geographical perspective on the existing and emerging commercial relationships between the United States and the rest of the world. Emphasis is placed on the manner in which the earth’s physical characteristics affect political, social, cultural, and economic affairs. Social Science

GEO 150 ~ ................................................................. 3 credits

Exploration of the Earth Sciences

This course focuses on the dynamic forces impacting Earth’s environment. It is a study of the major constructs in geology, oceanography, meteorology, and astronomy collectively called Earth Science. A scientific approach will be used in orienting students to develop an understanding of the interconnectedness of these sciences.

GEO 215 ~ ................................................................. 3 credits

Physical Geology

This course will examine the key concepts of geography and the interactions between human life and the environment. Topics will include population, urbanization, economic and cultural landscapes, physical landscapes, and world climate.

GLG 220 ~ ................................................................. 3 credits

Introduction to 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 471 ~ ................................................................. 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.

HM 472 ~ ................................................................. 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.

HM 473 ~ ................................................................. 3 credits

Events and Recreation Management

This course explores the dynamic field of convention management and recreation businesses. Convention related topics include meeting planning, exhibit management, and event management. Recreation and leisure topics include sporting events and activities, resort offerings, and entertainment. Upon completion of this course students will be able to plan recreational programs and events.

HM 474 ~ ................................................................. 3 credits

Facilities Management

This course introduces students to the complex field of facilities management. Special emphasis is placed on facility maintenance, management, insurance, and liability issues related to guests and employees. Other issues covered include compliance, security, and cost control. Upon completion of this course students will be able to identify potential liabilities and risks associated with the hospitality industry.

HM 475 ~ ................................................................. 3 credits

Hospitality Decision Analysis

This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.

HCS 212 ~ ................................................................. 3 credits

Health Care Vocabulary

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

HCS 235 ~ ................................................................. 3 credits

Health Care Delivery in the United States

This course provides a broad overview of the various functions of
the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245 ~ .................................................................................... 3 credits

Introduction to Health and Disease

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 250 ~ .................................................................................... 3 credits

Human Anatomy and Physiology

This course builds on the student's previous foundation of basic anatomy and physiology. Terminology, structure, function, and integration of body systems are stressed. Students begin to develop critical thinking skills, so that signs, symptoms of disease, and health care interventions can be traced to their root cause.

HCS 255 ~ ................................................................................... 3 credits

Pharmacology

This course examines the pharmacodynamics of major drug classes. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacology intervention.

HCS 260 ................................................................. 3 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.

HCS 310 ................................................................. 2 credits

HCS 320 ................................................................. 3 credits

Health Care Delivery in the US

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 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 330 ................................................................. 3 credits

Introduction to Health and Disease Trends

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 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 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 350 ................................................................. 3 credits

Health Care Communications

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 405 ................................................................. 3 credits

Health Care Financial Accounting

This course provides an understanding of general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The Diagnosis-Related Group (DRG) system of service classification and its relation to payment for providers and organizations are also examined. The fundamentals of strategic planning, cost concepts, and capital budgeting are applied in the health care environment.
Issues surrounding the development and management of budgets are examined.

HCS 413 .......................................................... 3 credits

Health Care Management Strategies

The course explores the 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 426 .......................................................... 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.

HCS 427 .......................................................... 3 credits

Human Resource: Principles and Practice 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 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.

HCS 438 .......................................................... 3 credits

Statistical Applications

The emphasis in this statistical application’s 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 438PN .................................................... 3 credits

Statistical Applications

The emphasis in this statistical application’s 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 440 .......................................................... 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.

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.

HCS 455 ~  ................................................................................... 3 credits

Healthcare Policy: The Past and The Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 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 455 ~  ................................................................................... 3 credits

Health Care Policy: The Past and The Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 457 ~  .................................................................................... 3 credits

Leadership and Performance Development
The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leaders’ role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

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.

HCS 483 ~  .................................................................................... 3 credits

Health Care Information Systems
The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 ~  .................................................................................... 3 credits

Health Care Consumer - Trends and Marketing
In this course students will have the opportunity to examine the trends, traits 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.

HIS 110 ......................................................................................... 3 credits

U.S. History to 1865
This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities that, woven together, have created this country. Students will learn to appreciate the contributions the various peoples have made to the American culture. Emphasis is placed on how both compromise and conflict have played major parts in American history.

HIS 110 ......................................................................................... 3 credits

History of Puerto Rico
This course offers a general vision of the history of Puerto Rico from Pre - Colombian times to the late 20th century. The course will enable students to understand the the most important historical milestones. Emphasis is placed on the particular circumstances, whose effects brought about decisive changes in the development of Puerto Rico.

HIS 110 ......................................................................................... 3 credits

History of Western Civilization from Prehistory to the Middle Ages
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from prehistory to the Middle Ages. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 113 ......................................................................................... 3 credits

History of Western Civilization from the Middle Ages to the French Revolution
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from the Middle Ages to the French Revolution. It also presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 114 ......................................................................................... 3 credits

History of Western Civilization from the Middle Ages to the Present
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from the French Revolution to the present. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 114 ......................................................................................... 3 credits
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 120</td>
<td>U.S. History 1865 to 1945</td>
<td>3</td>
</tr>
<tr>
<td>HIS 145</td>
<td>The American Experience Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>HIS 275</td>
<td>Global Civilizations to 1400</td>
<td>3</td>
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<tr>
<td>HIS 276</td>
<td>Global Civilizations 1400-1700</td>
<td>3</td>
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<tr>
<td>HIS 301</td>
<td>United States Constitution</td>
<td>3</td>
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<td>HIS 311</td>
<td>Nevada and U.S. Constitution</td>
<td>3</td>
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<tr>
<td>HIS 341</td>
<td>Ancient Worlds</td>
<td>3</td>
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<tr>
<td>HM 470</td>
<td>Introduction to Hospitality Management</td>
<td>3</td>
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<td>HM 471</td>
<td>Lodging Management</td>
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<td>HM 472</td>
<td>Food and Beverage Management</td>
<td>3</td>
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<tr>
<td>HM 473</td>
<td>Events and Recreation Management</td>
<td>3</td>
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<td>HM 474</td>
<td>Facilities Management</td>
<td>3</td>
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<tr>
<td>HM 475</td>
<td>Hospitality Decision Analysis</td>
<td>3</td>
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</table>

**HIS 120 U.S. History 1865 to 1945**

This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history. *Social Science*

**HIS 145 The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues. *Social Science*

**HIS 275 Global Civilizations to 1400**

This course provides an overview of the establishment of civilizations throughout the world to the 1400s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations will be explored. The framework of the course will provide a societal understanding by applying historical perspectives to contemporary issues.

**HIS 276 Global Civilizations 1400-1700**

This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.

**HIS 301 United States Constitution**

This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those who supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, as well as later amendments, and the issues of slavery and civil rights as seen through major court decisions. *Social Science*

**HIS 311 Nevada and U.S. Constitution**

This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th Century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents to its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed. *(Nevada students only.)* *Social Science*

**HIS 341 Ancient Worlds**

This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome. *Social Science*

**HM 470 Introduction to 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 471 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.

**HM 472 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.

**HM 473 Events and Recreation Management**

This course explores the dynamic field of convention management and recreation businesses. Convention related topics include meeting planning, exhibit management, and event management. Recreation and leisure topics include sporting events and activities, resort offerings, and entertainment. Upon completion of this course students will be able to plan recreational programs and events.

**HM 474 Facilities Management**

This course introduces students to the complex field of facilities management. Special emphasis is placed on facility maintenance, risk management, insurance, and liability issues relating to guests and employees. Other issues covered include compliance, security, and cost control. Upon completion of this course students will be able to identify potential liabilities and risks associated with the hospitality industry.

**HM 475 Hospitality Decision Analysis**

This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.
Health and Physical Education

This course will help students understand the importance of a healthy lifestyle with the knowledge of human movement, motor skills, and learning. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. It will also help students achieve goals of lifelong health; understand growth and development; and utilize health-related information, products, and services.

Sustainable Human Resource Practices

This course applies the sustainable business principles to human resource management. This includes special emphasis on corporate citizenship, developing an ethical framework for the business, managing across distance, and applying human resources practices that are sustainable for the future of the business.

Introduction to the Humanities—The Ancient World to Medieval Times

This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the ancient world to medieval times. The course provides a framework for understanding and evaluating contemporary artistic endeavors.

Introduction to the Humanities—The Renaissance to the Present

This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the Renaissance to the present. The course provides a framework for understanding and evaluating contemporary artistic endeavors.

Survey of the Performing Arts

This course examines traditions and new developments in the performing arts genres, providing participants with an overview of the historic elements reflected in the practice of live performance today. Through a highly interactive and experiential format, the course focuses on the artistic components which integrate to create the performance experience from both a "behind the scenes" and an audience perspective.

World Mythology

This course provides an overview of mythology and its relationship to ancient and current cultures. The course covers the purposes and types of myths, the development of myths and mythological characters; the common elements of mythological structures, the predominant characteristics of deities and heroes in myth and the obstacles and dangers that these archetypes encounter, how myths affect our personal and social lives, in which these ancient archetypes are found in contemporary society, and how attitudes and behaviors are influenced by mythological literature.

Introduction to Film Studies

This course creates a basic understanding of the artistic and technical elements found in movie making. Understanding movies comes from describing and analyzing the cinematic, theatrical, and literary elements that combine to create meaning. In addition, the major characteristics of different film genres and classic movies will be analyzed. Through this course students will develop personal criteria for evaluating and enjoying movies.
ISCOM 473 ~ 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.

ISCOM 474 ~ Integrated Logistics Management

This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

ISCOM 475 ~ Electronic Commerce in the Supply Chain

This course introduces students to the theory and practice of conducting supply chain functions over the Internet and World Wide Web. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

ISCOM 476 ~ Integrated Supply Chain Applications

This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain, which demonstrate performance standards are achieved.

LDR 301 ~ Small Business Leadership

This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, partnership and corporations, anti-trust, environmental law, employment law, and ethical considerations in business.

LAW C529 ~ Legal Environment of Business

This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, partnership and corporations, anti-trust, environmental law, employment law, and ethical considerations in business.

LTC 310 ~ Gerontology 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.

LTC 315 ~ 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 ~ 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.

MGT 300 ~ Survey of Small Business Management and Entrepreneurship

This course provides an overview of key issues relevant to managing a family-operated business. Special emphasis is placed on family business planning, financial management, growth methods, conflict management, and succession planning.

MGT 330 ~ Management: Theory, Practice, and Application

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

MGT 344 ~ Organizational Behavior and Ethical Responsibility

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings and explores the ethical issues to which employees are exposed. Contemporary issues in organizational behavior challenge individuals to recognize ethical dilemmas and resolve them through active deliberation and sound decision making. A comprehensive review of organizational behavior and ethics will allow students to examine their roles and responsibilities within organizations of the new millennium.

MGT 350 ~ Critical Thinking: Strategies in Decision Making

The course provides students opportunities for analysis, synthesis, prescription, and application roles of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with, diverse workforce and dynamic work place. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems as well as provide strategic direction.
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 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 417 ~................................................................................... 3 credits
Business Continuity Planning and Management
This course presents foundations of business continuity planning for managing business threats and risks. Students will examine relevant theories, tools and techniques, and best practices for creating and implementing an effective business continuity program and plan.

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.

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.

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.

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.

MGT 445 ................................................................................... 3 credits
Organizational Negotiations
This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.

MGT 448 ~................................................................................... 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.

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.

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 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 441 ~................................................................................... 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.

MKT 445 ~................................................................................... 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. Business Elective

MKT 445 ~................................................................................... 3 credits
Sales Tools and Strategies
This course is an examination of the basic principles involved in the sales process, the relationship between sales and marketing, sales force structure, and Customer Relationship Management (CRM). Emphasis is placed on product pricing, managing the sales force, forecasting market demand, and relating sales goals to marketing goals.
MKT 447 ~ .......................................................... 3 credits

Advertising and Creative Strategy

This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 450 ~ .......................................................... 3 credits

International Marketing

This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision-making in an international setting.

MKT 452 ~ .......................................................... 3 credits

Retail Marketing

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.

MKT 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.

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 strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management. **revised 09/26/2006*** 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.

MTH 208 .......................................................... 3 credits

College Mathematics I

This course begins a demonstration and examination of various concepts of basic algebra. It assists in building skills for performing specific mathematical operations and problem solving. These concepts and skills serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering are also presented. Math is a language of logical thinking using symbols and numbers to quantify.

This course is the first half of the college algebra sequence, which is completed in MTH 209: College Mathematics II.

MTH 209 .......................................................... 3 credits

College Mathematics II

This course continues the demonstration and examination of various basic algebra concepts that were begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 212 .......................................................... 3 credits

Introduction to Finite Mathematics

This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.

MTH 213 .......................................................... 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 214 .......................................................... 3 credits

Mathematics for Elementary School 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.

MTH 222 .......................................................... 4 credits

Pre-Calculus

This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, rational, and root functions, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.

MTH 230 .......................................................... 3 credits

Calculus

This course demonstrates and examines various concepts of differential calculus. It assists in understanding the basic concepts of differential calculus. These concepts are used to apply differential calculus in business, economics, and science coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are included in this course. A variety of other applications, such as geometry, personal finance, science, and engineering are also presented.
MTH 233 ........................................................................................................ 3 credits
Statistics
This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 310 ~ ........................................................................................................ 4 credits
Calculus I
This course is an introduction to differential and integral calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine the area function, Riemann sums, simple antiderivatives and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.

MTH 320 ~ ........................................................................................................ 4 credits
Calculus II
This course examines intermediate-level calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration as well as sequences and series of functions. Students also examine polar coordinates and parametric functions.

MTH 330 ........................................................................................................ 3 credits
Mathematical Reasoning
This course presents an introduction to advanced mathematical concepts and historical perspectives. Students examine truth tables and develop competence with formal logical proof techniques. Students investigate the real number system and also explore mathematical language, functions, and theoretical geometry.

MTH 361 ........................................................................................................ 3 credits
Survey of Mathematics I
This is the first course of a two-part course sequence presenting a survey of mathematics. This course addresses the conceptual framework for mathematics. The focus of this course is on real number properties, patterns, operations, and algebraic reasoning and problem solving.

MTH 362 ........................................................................................................ 3 credits
Survey of Mathematics II
This is the second course in a two-part course sequence presenting a survey of mathematics. The focus of this course is on measurement, geometry, and mathematical connections.

MTH 415 ~ ........................................................................................................ 3 credits
Theory of Numbers
This course is an introduction to the main concepts of number theory. The topics will include divisibility of numbers, prime numbers, Euclid’s theorem and Algorithm, fundamental theory of arithmetic, the sequence of primes, linear congruence, solving polynomials congruence, Fermat’s theorem, quadratic residuals, and roots of congruences. Students will deepen their experience with axiomatic systems.

MTH 420 ~ ........................................................................................................ 3 credits
Calculus IV
This course presents students with advanced calculus topics. Students examine line integrals, vector fields, non-elementary functions, as well as Fourier series and the Fourier transform. Students also investigate Green’s Theorem and Stokes’ Theorem.

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 will apply knowledge from the classroom to online experiments and critical thinking application exercises.

NSCI 281 ........................................................................................................ 4 credits
Anatomy and Physiology II
The second in a two course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This second course will include a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion will include 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 will apply knowledge learned regarding the systems through online experiments and critical thinking/application exercises.

NTC 240 ........................................................................................................ 3 credits
Intro to Lan Technologies
This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 241 ........................................................................................................ 3 credits
Intro to W-Lan Technologies
This course explores concepts of wireless networking systems, including wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with LAN, MAN, and WAN networks, basic wireless security, and network integration concepts.

NTC 242 ........................................................................................................ 3 credits
Intro to WAN Technologies
This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

NTC 360 ........................................................................................................ 3 credits
Network and Telecommunications Concepts
This course provides an overview of telecommunication systems in a business environment. Topics covered include standards, telephony, networks, and Internet working applications. Terminology and basic concepts are emphasized.
Physical Assessment

NUR 310 ~ ................................................................................... 3 credits

Essentials of Professional Nursing Practice

This course provides an overview of telecommunication systems in a business environment. Topics include telecommunication applications, standards, transmission, networks, and internetworking.

NUR 310 ~ ................................................................................... 3 credits

Theoretical Bases for Nursing Practice

This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Orem’s self-care model. Nursing process is applied in the context of self-care deficits and therapeutic self-care demand. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classification (NOC) are introduced. The role of the nurse as a change agent in facilitating behavioral changes in individuals is reinforced.

NUR 315 ~ ................................................................................. 3 credits

Physical Assessment Lab

This laboratory course supports NUR/315 and is a required course of study. Students will practice nursing skills in a laboratory setting under supervision of a qualified faculty.

NUR 320 ~ ................................................................................... 4 credits

Care of the Med/Surg Client: Acute

This course builds on previous Practical Nurse competencies, knowledge and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of adult clients. History taking and data collection is emphasized. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 330 ~ ................................................................................... 3 credits

Psychiatric Mental Health Nursing

The focus of this course is the provision of nursing care to the client with alteration in mental health. Theory based practice will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Emphasis is placed on human behavior as it relates to function, alterations and disruption of normal mental health. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 335 ~ ................................................................................... 3 credits

Care of the Childbearing Client

This course focuses on the utilization of theory-based practice with the obstetrical client and newborn’s family. Emphasis is placed on the concepts of normal reproductive and child-bearing events and health assessment of the child bearing woman. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 340 ~ ................................................................................... 3 credits

Care of the Pediatric Client

This course focuses on the care of the medical/surgical client with complex health care problems. The course builds on NUR/320 - Care of the Medical/Surgical Client: Acute. Theory based nursing practice will be utilized by the student to apply critical thinking pathways to individuals with chronic complex health care problems. Nursing assessment and data analysis is emphasized. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 345 ~ ................................................................................... 4 credits

Care of the Medical Surgical Client: Complex

This course focuses on the care of the medical/surgical client with complex health care problems. The course builds on NUR/320 - Care of the Medical/Surgical Client: Acute. Theory based nursing practice will be utilized by the student to apply critical thinking pathways to individuals with chronic complex health care problems. Nursing assessment and data analysis is emphasized. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 390 .................................................................................. 3 credits

Introduction to Professional Nursing

This course focuses on the professional role of nursing. Students will assess and strengthen their skills in writing, oral presentations, and group interactions. Change and communication strategies necessary for today’s healthcare arena will be investigated.

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.

NUR 402 .................................................................................. 3 credits

Theoretical Foundation of Professional Nursing

This course is designed to focus entering baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts essential to professional nursing are presented within the unifying framework of Orem’s Self-Care Deficit Theory of Nursing. The action of nursing is operationalized within the roles of caregiver, teacher, and manager of care. An overview of classification systems (Nursing Interventions Classifications and Nursing Outcomes Classification) is introduced. The role of the
nurse as a change agent in facilitating behavioral changes in individuals is reinforced.

NUR 403 — ....................................................................................... 3 credits

Theories and Models of 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 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 though concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 — ....................................................................................... 3 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; identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

NUR 420 — ....................................................................................... 3 credits

Health Assessment

Provides refinement of physical assessment skills focusing on the assessment differences needed to recognize abnormal findings across the life span, especially with the geriatric population. Communication, health histories, and psychosocial impacts will also be explored in the development of a holistic health assessment.

NUR 425 — ....................................................................................... 3 credits

Health and 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/alternative therapies, and community resources.

NUR 426 — ....................................................................................... 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 the disease process. The course will examine cellular activity, organs and systems that affect the health of the human body.

NUR 427 — ....................................................................................... 3 credits

Health & 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 429 — ....................................................................................... 3 credits

Issues and Strategies in Nursing Research Utilization

This course develops the basic skills of critically analyzing research findings. Research methods are introduced with emphasis placed upon analyzing key elements of research reports.

NUR 429PN — ..................................................................................... 3 credits

Issues & Strategies in Nursing Research

This course focuses on providing the basic skills to students to critically analyze research findings. Research methods are introduced with emphasis placed upon analyzing key elements of research reports.

NUR 431 — ....................................................................................... 3 credits

Care of the Geriatric Client

This course is designed to explore current theories and practices in gerontologic nursing. The primary focus of the course is to explore the role of the nurse in assessing and managing the continuum of care with the aging client and family within a community. Students must successfully complete 45 clinical hours in order to pass the course.

NUR 440 — ....................................................................................... 3 credits

Health Assessment and Promotion of 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.

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 use of research in nursing practice, evaluation of research, and conducting research.

NUR 464 — ....................................................................................... 3 credits

Concepts of Family Nursing Theory

This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Orem’s Self-Care Model and the nursing process, the student develops the skills to provide family-centered, outcome-oriented nursing care across the life span. Students are assisted in the integration of the multicultural diversity of families into the nursing plan of care. Five workshops provide the framework for the development of the professional roles of caregiver, teacher, and manager of care in the nursing, client, and health care systems.

NUR 464PN — ..................................................................................... 3 credits

Concepts of Family Nursing Theory

This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Orem’s Self-Care Model and the nursing process, the student develops the skills to provide family-centered, outcome-oriented nursing care across the life span. Students are assisted in the integration of the multicultural diversity of families into the nursing plan of care. Five workshops provide the framework for the development of the professional roles of caregiver, teacher, and manager of care in the nursing, client, and health care systems.
NUR 467PN ~ ................................................................. 3 credits

Clinical Integration: Nursing Management of Family

This course focuses on the utilization of theory-based practice to manage the continuum of care required by families. Based on Orem’s Self-Care Model and the nursing process, the student will complete 45 hours of clinical application that provide the framework for development of the professional roles of caregiver, teacher, and manager of care in the health care, family, and nursing systems. Clinical application provides experiences across the life span. These experiences occur in a variety of settings and address the health care needs of families. The clinical integration and application of theories and concepts introduced in the family theory course will be the focus of this course.

NUR 467 ~ ................................................................. 3 credits

Clinical Integration: Nursing Management of Community

This course focuses on the utilization of theory-based practice to manage the continuum of care required by communities. Based on Orem’s Self-Care Model and the nursing process, the student will complete 45 hours of clinical application that provide the framework for development of the professional roles of caregiver, teacher, and manager of care in the health care, family, and nursing systems. Clinical application provides experiences across the life span. These experiences occur in a variety of settings and address the health care needs of families. The clinical integration and application of theories and concepts introduced in the family theory course will be the focus of this course.

NUR 471 ~ ................................................................. 3 credits

Dimensions of Community Nursing Practice

This course provides the foundation for developing and using theory-based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills of community-focused practice.

NUR 471PN ~ ................................................................. 3 credits

Community Nursing Practice

This course provides the foundation for developing and using theory-based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills of community-focused practice.

NUR 473PN ~ ................................................................. 3 credits

Community Nursing Integration

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment, and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks for this course.

NUR 473 ~ ................................................................. 3 credits

Clinical Integration: Partnerships in Community Practice

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment, and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks for this course. (45 clinical hours)

NUR 478 ~ ................................................................. 3 credits

Contemporary Issues and Health Policy

This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues. Activities explore the impact of health policy changes on the individual nursing practice and the delivery of health care to consumers.

NUR 478PN ~ ................................................................. 3 credits

Nursing Leadership & Management in Health Care

This course emphasizes leadership and management theory including systems theory in nursing and health care applications. Course content assists the professional nurse in adjusting to various nursing responsibilities such as delegation, change management, and client advocacy. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 486 ~ ................................................................. 3 credits

Nursing Leadership and Management in Health Care

This course uses leadership and management theory and application to develop skills for the understanding and implementation of change. Components of the course include leadership theory and models, change theory and models, project management and systems theory, organizational and change theory, financial management, organizational culture, and continuous process improvement.

NUR 492 ~ ................................................................. 3 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 student has...
acquired in their program. This course contains 25 hours of clinical experience.

NUR 499 ................................................................. 3 credits

Critical Synthesis Application

This course will synthesize the program content and objectives for the professional nurse. Preparing students for the NCLEX-RN exam will be emphasized.

OI 461 ................................................................. 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.

OI 462 ................................................................. 3 credits

Business Management and the Principles of Design

This course provides students with a general understanding of the principles of design and their relationship to the business environment. Emphasis is placed on how the specific elements of design principles and design strategies are applied across the organization.

OI 463 ................................................................. 3 credits

The Innovative Organization

This course examines principles, models, guidelines, and strategies to support organizational innovation. Special emphasis is placed on leadership, innovative business models, metrics, learning systems, and the strategic and tactical considerations of an innovative organization.

OI 464 ................................................................. 3 credits

Disruptive Business Practices: Management and Technology

This course provides students with the requisite knowledge and skills to effectively manage disruptive innovation in today’s global business environment. Emphasis is placed on examining how disruptive business practices and technology are managed to create a competitive advantage and improve organizational value in strategies, processes, products, and services.

OI 465 ................................................................. 3 credits

Management of Intellectual Capital

In this course, students are provided the knowledge and skills necessary to understand the growing cadre of intellectual capital 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 property, goodwill, knowledge management, 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.

OSC 300 ................................................................. 3 credits

Strategic Supply Chain Management

Strategic Supply Chain Management is an undergraduate business course that covers the operational activities within a supply chain that must be managed to reduce both costs and delivery times of products and services for customers. The course examines the “plan, buy, make, and sell: cycle of planning material requirements, procuring the raw materials, building the products (or offering services), and selling and delivering them to customers. In addition, it illustrates how customer satisfaction can be increased by improving performance in operations management, global material sourcing and procurement, and integrated logistics activities including warehousing and transportation. I further covers the significance of supply chains in the support of a company’s e-business activities. Strategic emphasis is placed on how to increase customers’ perceived value of a company’s products and/or services to improve competitive advantage.

OSC 301 ................................................................. 3 credits

Operations Management

Operations Management (OM), the managing of productive resources in the manufacturing and services sectors, has not only been a key element in the improvement of business productivity in the United States and around the world, but also in providing values that customers require. Operations Management entails the design and control of systems responsible for the productive use of raw materials, human resources, equipment, and facilities in the development of commercial and consumer products and high customer contact services. This course utilizes a set of operations management skills and tools that students can use to enable their companies to develop a competitive advantage in commercial environments that encompass global markets and competition, electronic business (e-business), and supply chain management. Operations Management will benefit individuals directly involved in producing products or providing customer services for domestic or global markets. This course will include operations management, personnel, purchasing, logistics, engineering, human resources management, accounting, finance, and marketing.

PHM 215 ................................................................. 3 credits

Pharmacology

This course examines the pharmacodynamics of major drug classes and methods of calculating dosages. A review of safe administration of medication is provided. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacotherapeutic interventions.

PHL 215 ................................................................. 3 credits

Philosophy: Methods and Applications

This course offers an intensive introduction to philosophic problems and methodologies as developed by major figures in the history of philosophy. Applications of philosophic methods to problem-solving, decision making, ethical thought, and strategic thinking are considered. Humanities

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. Humanities
Ethics in Management

PHL 266 .............................................................. 3 credits

Foundations of the Free Market System

This course is an exploration of the philosophy of economics, focusing on the study of the philosophical and historical foundations of the free-market system. The theories of Plato, Adam Smith, J. S. Mill, Karl Marx, and the great 20th-century economists are examined. Students explore the influences of these philosophers on the development of the free-market economy, the rise of the middle class, and the concept of individual freedom. Attention is given to the origins of business organizations, the expansion of international commerce, the increasing role of technology in productivity, and the ever-increasing scale of global corporations. This course provides an example of how ideas are formed and how they change the world.

PHL 323 .............................................................. 3 credits

Ethics in Management

This course provides opportunities for the analysis and synthesis of the role of ethics in the organization. Emphasis is placed on the way ethics affect thinking, relationship development, policy formation, and professional conduct in the workplace. Students develop the skills to understand and integrate constructive ethics into practices that support the success of the employee and the organization.

PHL 443 .............................................................. 3 credits

Mind and Machine

This is an introductory course in the philosophical considerations of human versus machine intelligence. This course examines the similarities and differences between human and artificial (computer or machine) intelligence from a philosophical point of view. Students learn to describe the practical and logical problems in comparing human and artificial intelligence. The significance of metaphor as a part of language and as a mode of thought is examined as it relates to the development of our concepts and perceptions of machines and what it means to be human. As a philosophy course, the material focuses on questions of the mind, on what it means to be human, on what it means to be intelligent, and on the social and ethical implications of future developments in artificial intelligence.

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.

PHL 464 .............................................................. 3 credits

History of Philosophical Thought

This course analyzes the history of human consciousness in the Western world. Students will investigate the human effort to understand the world and will appraise the changing ways men and women seek to find meaning in their lives through the “three grand epochs of seeking.”

POL 215 .............................................................. 3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Social Sciences

POL 443 .............................................................. 3 credits

Wealth and Power in America

This course discusses the issue of wealth, power, and influence in the United States. Who has the wealth in America? Who has power? How is this power wielded to influence public policy? To help students develop perspectives on these issues, two main and contrasting models of American society are presented: the pluralist and elitist model. Each theory will be presented and students should be encouraged to come to their own conclusions through readings, research, and learning team activities.

Social Sciences

POL 469 .............................................................. 3 credits

Contemporary Political Thought

This course provides a broad overview of international issues facing the United States and the world. These issues range from the challenge of feeding the world’s growing population to global warming and from nuclear terrorism to the promotion of human rights. Issues are discussed from opposing viewpoints in order to stimulate thinking, discussion, and insight. The purpose of the course is to provide students with a broad overview of the challenges, obstacles, and opportunities of living in an increasingly interconnected and complex world.

POS 355 .............................................................. 3 credits

Introduction to Operating Systems

This course is an introduction to operating system concepts, which include process, memory, file, and network management. Both mainframe and desktop operating systems are used as illustrative examples.

POS 371 .............................................................. 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.

POS 406 .............................................................. 3 credits

Computer Programming I

This course develops the skills and knowledge necessary to produce beginning computer programs. The Java® programming language is used.

POS 408 .............................................................. 3 credits

.NET I

This course introduces object-oriented programming in the context of business applications development within the .NET environment. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic .NET.

POS 409 .............................................................. 3 credits

.NET II

This course continues the subject of Object-Oriented Programming with the .NET environment. It extends the study of Visual Basic programming. Topics include designing complex applications and the use of data files. ActiveX is also introduced. The course uses Visual Basic .NET.
POS 410 ~ ................................................................. 3 credits
SQL For Business
This course covers Structured Query Language (SQL), which is a common language that allows the query and manipulation of data in relational databases. The course uses SQL.

POS 420 ~ ................................................................. 3 credits
Introduction to UNIX
This course is a survey of the UNIX. Topics emphasize operations of the UNIX system that enable a user to make efficient use of files, file systems, and processes.

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.

PRG 210 ~ ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

PRG 410 ~ ................................................................. 3 credits
C++ Programming I
This course introduces the student to C++. Topics include C++ basic, selection and repetition structures, sequential files, arrays, and C++ libraries.

PRG 411 ~ ................................................................. 3 credits
C++ Programming II
This course builds on the Introduction to C++ programming course by using the basic programming concepts and introducing the use of more complex capabilities of the programming language.

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.

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.

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. Social Science

PSY 250 ........................................................................................................................................... 3 credits
Psychology of Personality
This course is an introduction to the study of personality. The course examines theoretical explanations for understanding personality development and explores each theory. The course also investigates how personality is assessed. The focus is on approaches that psychology has developed for understanding personality and on applications for organizational processes. Social Science

PSY 280 ........................................................................................................................................... 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. Social Science

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 301 ........................................................................................................................................... 1 credit
Psychology of Personality
This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one’s own internal emotional environment and one’s ability to participate in relationships with others. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels. Social Science

PSY 310 ........................................................................................................................................... 3 credits
History and Systems of Psychology
The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.

PSY 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 320 ........................................................................................................................................... 3 credits
Human Motivation
This course seeks to synthesize the many and varied theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation, and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace. Social Science

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. Throughout the course, emphasis is placed on the implications of consumer behavior for domestic and global marketing communications.

PSY 340 ~ ..................................................................................... 3 credits

Biological Foundations of Psychology

This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

PSY 355 ~ ..................................................................................... 3 credits

Motivational Processes in Human Psychology

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

PSY 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 associationist 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 weakness 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 425 ~ ..................................................................................... 3 credits

Chemical Dependency in the Workplace

Utilizing an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed and the hallmarks of creating drug-free workplace programs are examined. Social Science

PSY 428 ~ ..................................................................................... 3 credits

Organizational Psychology

This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence of individual and work groups in an organization. Organizational Psychology focuses on the human factor of business. This course applies Organizational Psychology theories and techniques to the features/dimensions of corporate structure that are transforming in order to accommodate the changes in the modern world. An understanding of external and internal customer relations in the transformed organizations is discussed.

PSY 430 ~ ..................................................................................... 3 credits

Team Dynamic for Managers

This course provides an exploration into how managers and employees work in groups for the completion of organizational objectives. Emphasis is placed on the growing dependency on self-directed work teams in the workplace. This course equips students with the ability to manage work teams, work in teams successfully, and to obtain results via team dynamics. In addition, impacts upon customer satisfaction are explored.

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

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 psychoanalytic, 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.

QNT 273 ................................................................. 3 credits

Introduction to Business Statistics

This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. Topics will include an introduction to probabilities and sampling.

QNT 424.3 ................................................................. 3 credits

CIS Probability and Statistics

This course provides a background in probability and statistical methods useful to the computer information system professional. Topics covered include: organization of data, averages and variations, elementary probability theory, probability distributions, sample sizes, linear regression and correlation.

QNT 436.3 ~ ................................................................. 3 credits

Statistics in Health Care

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in nursing and health care research are also included.

RDG 350 ~ ................................................................. 3 credits

Children’s Literature

This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and to assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 410 ~ ................................................................. 3 credits

Elementary Reading/Language Arts Methods

This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

RDG 410E ................................................................. 0 credits

E-portfolio Evaluation for RDG 410

This course is designed to monitor the evaluation of the required e-portfolio assignment for RDG 410. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

RDG 410FE .............................................................. 1 credit

Reading Field Experience

Students will complete reading field experience activities.

RDG 411 ................................................................. 3 credits

Children’s Literature

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

RDG 415 ................................................................. 3 credits

Diagnosis and Remediation of Reading Difficulties

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

RDG 418 ................................................................. 3 credits

Phonological Theory and Reading Instruction

This course focuses on scientifically based instruction in phonologi-
University of Phoenix, 2009-2010
COURSE DESCRIPTIONS
UNDERGRADUATE

Paradigms of Health

This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.

SCI 151 .......................................................................................... 3 credits

Astronomy

This course is designed to introduce students to the science of astronomy, utilizing current concepts of the Earth, the solar system, and the universe. In addition, historical developments in astronomy from ancient mythology to modern science will be covered. Physical Sciences.

SCI 201 .......................................................................................... 3 credits

Survey of Alternative Medicine

This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants overview a comprehensive range of physical, psychological, and energy therapies resulting insight, awareness, and appreciation for diverse approaches to medicine. Physical/Biological Science

SCI 209 ~ ...................................................................................... 3 credits

Oceanography

This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

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.

SCI 320 ~ ...................................................................................... 3 credits

People, Science and the Environment

This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources.

SCI 362 .......................................................................................... 3 credits

Environmental Issues and Ethics

This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment. Physical Sciences.

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.

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 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 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 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 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 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 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.

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 430 ~ ..................................................................................... 3 credits

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 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 U.S. Patriot Act, the establishment and mission of the Department of Homeland Security and the role of local, state and private agencies 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.

SEI 300 ..................................................................................... 3 credits

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

SEI 301 ........................................................................................ 3 credits

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

SNC 400 ........................................................................................ 3 credits

Introduction to Professional Studies
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 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.

SNC 410 ~ .................................................................................... 3 credits

School Nursing Practice
This course examines the contemporary role of the professional nurse in the assessment, development, delivery, and evaluation of a comprehensive school health program. It serves as a theoretical framework for competency skills by addressing the health needs of school-age children. In addition, this course will examine the role of the school nurse in effective delivery of a school health program. The course focuses on program management, professional development, planned change, research, health education, interdisciplinary collaboration, and adaptation concepts.

SNC 420 ~ .................................................................................... 3 credits

Health and Disease Management
This course focuses on the development of a framework that enhances the school nurse's understanding of the physiological changes in the school age child. Health promotion and disease prevention is discussed in relation to child, family and community health.

SNC 430 ~ .................................................................................... 3 credits

Health Assessment of the School-Age Child
This course provides the foundation for the development of a comprehensive health assessment and health appraisal data collection for a school-age child. Students will develop the skills necessary for interviewing, performing health histories, and conducting physical examinations on the school-age child with the school nurse guidelines. Students will formulate appropriate nursing diagnoses based on the data base obtained from the comprehensive health assessment.
SOC 315 ~ ................................................................. 3 credits

Cultural Diversity

This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Workplace issues related to employee diversity in terms of gender, race or ethnicity, socioeconomic class, and cultural background are emphasized. Social Science.

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

The African American Experience

This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective. (Summer Travel Program only).

SPAN 110 ................................................................. 3 credits

Conversational Spanish I

SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 310 ................................................................. 3 credits

Orientation to the Exceptional Learner

This course provides an overview of the categories of exceptionality for elementary 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.

STAT 167 ~ ................................................................. 3 credits

Statistics for Life Sciences

This course will examine the concepts of statistics leading to the application of these concepts to the life sciences. Topics will include populations and samples, random sampling, probabilities, distributions, and confidence intervals.

TEC 401 ~ ................................................................. 3 credits

Human Factors in Technology

This course provides an understanding of the effective integration of technology to improve organizational performance. Students will learn how to evaluate strategies for utilizing technology to support personal and organizational growth. Additionally, students will examine the increasing influence of e-commerce on the role of managers in the workforce. Impacts of the effective integration of technology upon customer relationships are also explored.

UNIV 101 ................................................................. 0 credits

University of Phoenix New Student Orientation

The purpose of this course is to provide an orientation that helps students to be successful in college. Students are guided through the University’s Online Learning System, explore techniques to be successful in college, and identify useful services and resources.

VCT 235 ................................................................. 3 credits

Image Editing and Implementation

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 image editing software applications, file formats, composition, color schemes, font selection, retouching and manipulation of graphic and photographic images.

VCT 310 ................................................................. 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, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 310 ................................................................. 3 credits

Web Design

This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.
VCT 320 ~ ................................................................. 3 credits

**Electronic Publishing**

This course presents the essential role of electronic publishing in the delivery of information to today's businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 ~ .................................................................................... 3 credits

**Instructional Design**

This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboard, design specifications, development, implementation, and evaluation.

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.

WEB 236 ~ ................................................................................... 3 credits

**Web Design I**

Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio 8 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

WEB 237 ~ ................................................................................... 3 credits

**Web Design II**

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

WEB 238 ~ ................................................................................... 3 credits

**Web Development**

This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

WEB 350 ~ ................................................................................... 3 credits

**The Internet: Concepts and Application**

This course is an introduction to business use of the Internet, including the history, facilities and services, browsers, search engines, architecture and intranets. Also included is an overview of development tools and security. The student will be able to use the World Wide Web to research business problems and understand the role of the Internet to support business operations such as marketing, data transfer and customer service.

WEB 404 ~ ................................................................................... 3 credits

**Web Design & Development I**

This course introduces World Wide Web programming. Hypertext Markup Language (HTML) is covered in detail. An overview is also presented of XML, JavaScript, and Java.

WEB 406 ~ ................................................................................... 3 credits

**Web Design & Development II**

This course continues the subject of WEB 410, Web Programming I. Topics include designing multimedia 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, e-commerce 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.
Courses are listed alpha numerically based on the academic discipline prefix. Each course description is followed by the number of credits the course carries, and the general education area it may satisfy. Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 529 ~ ................................................................. 3 credits  
**Accounting for Managerial Decision Making**  
This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include balance sheet, income statement, statement of cash flows, financial statement analysis, and internal analysis techniques.

ACC 537 ................................................................. 3 credits  
**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.

ACC 539 ~ ................................................................. 3 credits  
**Accounting for Managerial Decision Making**  
This course introduces the principles of financial accounting to prepare the manager to assess and manage the health of the organization. Students will be exposed to a set of accounting tools and the management of financial information used in making effective business decisions.

ACC 541 ~ ................................................................. 3 credits  
**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.

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 controls 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 the 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.
ACC 559 ~.................................................................3 credits
Advanced Accounting Information Systems
This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to organizational goals, relational databases, internal control processes, risks, and management reports.

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.

ACC 561PR ~.............................................................3 credits
Accounting This course applies accounting tools to make management decisions in Puerto Rico. Students learn to evaluate performance for a Puerto Rican organization using accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

ACC 563 ~.................................................................3 credits
Advanced Accounting Information Systems
This course is designed to present an understanding of accounting information systems and their roles in the accounting environment. Particular attention is paid to transaction cycles and internal control structures. Topics covered include software development life cycles, contemporary technologies and applications, control concepts and procedures, auditing of information systems, Internets, Intranets, electronic commerce, and the role of information systems in business enterprises.

ACC 569 ~.................................................................3 credits
Advanced Cost Accounting
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 573 ~.................................................................3 credits
Advanced Cost Accounting
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

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.

ACC 579 ~.................................................................3 credits
Advance Business Taxation
This course delves into the benefits of tax planning and introduces alternative tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, strategies for business growth and expansion, tax implications on business capital transactions, and property transactions.

ACC 583 ~.................................................................3 credits
Advanced Corporate Income Tax
This course delves into the benefits of tax planning and introduces tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, tax strategies for business growth and expansion, tax implications on business capital transactions, and taxation of property transfers.

ACC 589 ~.................................................................3 credits
Accounting Theory
This course focuses on the accounting conceptual framework, accounting concepts, standard setting, measurement and recognition issues, and characteristics of accounting information. Students in this course will develop research skills in accounting decision making using the FASB pronouncements.

ACC 595 ~.................................................................3 credits
MBA/ACC Capstone Course
This course is an exercise in practical, professional management decision-making and analysis and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with ethical and legal considerations. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the MBA/ACC curriculum and apply them toward the development of recommended solutions for specific managerial situations found within organizations in the business environment.

ACC 599 ~.................................................................3 credits
Auditing
This course will cover the standards, concepts, and principles related to auditing theory and practice. This course will provide students with the skills necessary for effective decisions regarding auditing, financial reporting, and ethics issues that face organizations.

ACC HC561 ~...........................................................3 credits
Accounting in a Health Care Environment
This course presents the concepts of financial accounting important to the understanding of the financial tax 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 accounting concepts, standard setting, measurement and recognition issues, and characteristics of accounting information. Students in this course will develop research skills in accounting decision making using the FASB pronouncements.

ACC SB5861 ............................................................3 credits
Small Business Accounting
This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information using software tools. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

ACC SB591 .............................................................3 credits
Small Business Risk and Tax Management
This course applies principles of controllership to managing small business risk and taxes. Students learn to evaluate financial risks and tax consequences of alternative elections. Other topics include business formation and registration, separation of owner from entity, internal controls, insurance, common tax issues affecting small business, and succession planning.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>AET 520</td>
<td>Critical Issues and Trends in Adult Education and Training</td>
<td>3 credits</td>
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<tr>
<td>AET 525</td>
<td>Instructional Strategies in Adult Education and Training</td>
<td>3 credits</td>
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<td>AET 530</td>
<td>Facilitating Instruction for Diverse Adult Learners</td>
<td>3 credits</td>
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<td>AET 535</td>
<td>Instructional Design</td>
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<td>AET 540</td>
<td>Technology for the Adult Learner</td>
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<td>AET 545</td>
<td>Assessment and Evaluation in Adult Learning</td>
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<td>AET 546</td>
<td>Foundations of Adult Education and Training</td>
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<td>AET 550</td>
<td>Issues in Optimizing Operations</td>
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<td>AET 555</td>
<td>Performance Improvement and Management</td>
<td>3 credits</td>
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<td>AET 560</td>
<td>E-Learning Design Technologies</td>
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<td>AET 565</td>
<td>Summary of the Community College</td>
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<tr>
<td>BSA 500</td>
<td>Business Systems</td>
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<tr>
<td>BSA 502</td>
<td>Issues in Optimizing Operations</td>
<td>3 credits</td>
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<tr>
<td>BUS 721</td>
<td>Transforming the Business I</td>
<td>3 credits</td>
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CIS 564.4 ................................................................................... 3 credits
Enhance student learning. In addition, students will analyze lessonEvaluation and enhancement of student learning methods aretechnology into elementary education curricula for student learning.
This course analyzes and assimilates procedures for integratingElementary Methods of Teaching Technology
CED 514 ...................................................................................... 3 credits
technology into curricula at the secondary level. A primary emphasiseducational tool combined with the process of integratingSecondary Methods of Teaching Technology
CED 515 ...................................................................................... 3 credits
This course focuses on technology as an instructional tool and aneducational tool combined with the process of integratingTechnology into curricula at the secondary level. A primary emphasisis evaluating and selecting the most effective form of technology toenhance student learning. In addition, students will analyze lessonplans that incorporate technology.
Information Management in Business
This course introduces the fundamentals of computer systems andthe 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. In addition, for each of these areas a management perspective is given for each of the areas.
Information Systems Concepts
This course focuses on the role of the manager as a user and managerof 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.
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This course introduces the fundamentals of computer systems andthe 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. In addition, a management perspective is given for each of the areas. In the course, the technological element of change will be addressed. Students will begin to develop a master’s project, which will be presented in the final specialization course.
BUS 732 ~ ................................................................................... 3 credits
Transforming the Business II
This course requires the learner to integrate all previous learning byidentifying and solving organizational problems and recommendingnew business models that will increase organizational performance.
The outcome of this course will be a continuation of Transforming the Business I.
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.
CED 514 ...................................................................................... 3 credits
Elementary Methods of Teaching Technology
This course analyzes and assimilates procedures for integratingtechnology into elementary education curricula for student learning. Evaluation and enhancement of student learning methods are distinguished. Discussion on educational technology leadership is also evaluated.
CED 515 ...................................................................................... 3 credits
Secondary Methods of Teaching Technology
This course focuses on technology as an instructional tool and aneducational tool combined with the process of integratingTechnology into curricula at the secondary level. A primary emphasisis evaluating and selecting the most effective form of technology toenhance student learning. In addition, students will analyze lessonplans that incorporate technology.
Information Management in Business
This course introduces the fundamentals of computer systems andthe 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. In addition, for each of these areas a management perspective is given for each of the areas.
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CJA 500 ................................................................................... 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.
CJA 510 ~ ................................................................................... 3 credits
Organizational Administration and Behavior
This course explores the various elements of organizational administra-
tion, behavior and management in criminal justice organizations andprovides the student with an understanding of individual andgroup dynamics, problem solving concepts, and administrativeprocessesthat exist in the criminal justice system.
CJA 520 ~ ................................................................................... 3 credits
Management of Institutional Risk
This course takes an in depth look at managing risk within the con-text of justice and security organizations. Topics focus on both theoperational and legal aspects of risk management and include anexamination of insurance against risk, legal liability, and risk relatedtopolicies, regulations, and case law.
CJA 530 ~ ................................................................................... 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis ofethics and the standards of professional conduct and leadershipapplicable to justice and security agencies. Applicable case studieswill be used as well as contemporary situations in ethics.
CJA 540 ................................................................................... 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, includingclassical, biological, psychological, sociological, and social-psyc-hological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
CJA 550 ~ ................................................................................... 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues thatinfluence the actions of public officials, security personnel, and pri-vate citizens with respect to the provision of law enforcement, andsafety and security services for various elements of society. Thepotential conflicts between public policy and civil rights will be dis-cussed.
CJA 560 ~ ................................................................................... 3 credits
Critical Incident Management
This course provides an overview of the critical incident manage-ment process, covering a variety of events that impact justice andsecurity organizations. This course will discuss planning, preven-tion, response and post-incident management, as well as inter-agency coordination.
CJA 570 ~ ................................................................................... 3 credits
Cyber Crime and Information Systems Security
This course provides an overview of the nature of criminal activ-ity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protectthe hardware, software, and data associated with information sys-tems.
CJA 580 ~ ................................................................................... 3 credits
Public Policy Issues
This course addresses the development and influence of public pol-icy with respect to specific justice and security issues facing theAmerican society.
CJA 590 ~ ................................................................. 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.

CJA 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.

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.

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 process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.

CMGT 556 ~ ................................................................. 3 credits

Enterprise Models
This course provides an understanding of both the technical and managerial aspects including strategic implications and emerging technologies.

CMGT 557 ~ ................................................................. 3 credits

Emerging Technologies & Issues
This course examines how to identify emerging technology, the related issues and their potential impact on the organization.

CMGT 558 ~ ................................................................. 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 579 ~ ................................................................. 3 credits

CIS Risk Management
This course addresses the considerations to provide for the protection of information assets and the management of risk exposures to those assets. The need to identify and reduce the risks to information assets will be examined. Course topics include: the need for control and protection of organizational data, the need for reliability in information systems (fault tolerance considerations), the identification of potential impacts present in the risks to information assets, the development of contingency plans and the role fulfilled by the implementation of security measures.

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.

CMHC 546 ~ ................................................................. 3 credits

Psychopharmacology
This course examines the history, biochemistry, main and side effects of prescription psychotropic medication. The goal of the course is to learn to work with clients who are taking psychotropic medication and monitor them for side effects and contradictions. Ethics and methods of working with medical personnel are included.

CMHC 551 ~ ................................................................. 3 credits

Human Sexuality and Sex Therapy
The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations. Learning activities include discussion, reading, out of class visits to learning environments, reflecting on personal experience, and demonstrating understanding of course material.

CMHC 555 ~ ................................................................. 3 credits

Dependency and Addictions
This course addresses substance abuse-dependency 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.

CMHC 571 ~ ................................................................. 3 credits

Seminar in Mental Health Counseling
This course integrates mental health foundations and contextual dimensions to provide students with the knowledge and skills necessary to practice mental health counseling. Emphasis is placed on programming and administration of mental health counseling in the private and public sectors.
Integrating Educational Technology in the Classroom

This course is an overview of models in the intervention and treatment of children, adolescents, and families. Fundamental assumptions of systems theory are addressed and contrasted with intrapsychic theories. Integrative approaches to assessment and diagnosis in family therapy are addressed. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, fire setting, school phobia, and other learning and behavior problems are explored.

Portfolio I

This course 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-workshop, 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 Health and Human Services.

Lifespan and Family Development

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. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CNSL 556 ~ ................................................................. 0 credits

Portfolio II
Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

CNSL 557 ~ ................................................................. 3 credits

Social and Multicultural Foundations
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.

CNSL 561 ~ ................................................................. 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, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.

CNSL 562 ~ ................................................................. 3 credits

Career and Vocational Counseling
This course examines the historical development and evolving theories for career counseling practice. Career life planning as a lifelong process including career choice, personal competence development, lifestyle orientation, and leisure-related activities; including development of the student's own career and life plan. The Dictionary of Occupational Titles, Occupational Outlook Handbook, standardized assessment tools, computer technology in career counseling, career guidance programs in educational institutions, programs for adults in career transition, and counseling special populations are examined, as are techniques including intake interview, assessment questions, and case studies.

CNSL 563 ~ ................................................................. 3 credits

Counseling Psychometrics
The focus of this course is on tests used in counseling and test reports. It emphasizes learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed. Psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results are discussed.

CNSL 573 ~ ................................................................. 3 credits

Critical Analysis in Research
This course is an overview of the fundamentals of research and program evaluation for counseling, family therapy, and school counseling. Topics include research methods, statistical analysis, and needs assessment. Students become critical evaluators of research, with emphasis placed on engaging the students in research literature.

CNSL 581 ~ ................................................................. 3 credits

Management, Supervision, and Consultation in Counseling
This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CNSL 588 ~ ................................................................. 3 credits

Seminar in Community Counseling
This course explores the foundations of community counseling, the context within which community counseling takes place, and the knowledge and skills required of those who practice community counseling. Study of the history and development of the mental health movement includes definitions of the professional identity of community counselors, investigation of professional organizations and standards of practice, and exploration of community demography. Students contextualize their learning by gaining familiarity with practice settings, community needs, principles of community intervention, characteristics of human service programs, and the relationship of community counselors to other professionals. Knowledge and skills gained include assessment of needs, multidisciplinary and comprehensive treatment planning, effective use of community resources, and strategies for client advocacy.

CNSL 592 ~ ................................................................. 3 credits

Counseling Practicum
This course focuses on the assessment and continuing development of student counseling 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 and feedback are designed into the course.

CNSL 597A/B ~ ................................................... 3 credits each, 6 total

Internship A and B
The Internship is a 600-hour clinical experience required of all MC students. Divided into 15-week, 300-hour sections, CNSL 597 A and B comprise Portfolio II of the counseling portfolio series. Students are placed in community counseling agencies where they can counsel for 20 to 32 hours per week where they provide services to clients under the direction of an approved agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

COM 505 ~ ................................................................. 3 credits

Communication Skills for Graduate Study
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, stress and time management, and Learning Team processes.

COM 515 ~ ................................................................. 1 credit

Managerial Communication
This course provides new graduate students with an introduction to the MBA program and strategies for academic success. Topics include oral and written communication skills and resources; multimedia presentation techniques; electronic research resources; electronic portfolio; collaborative team processes.

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.

COM 515 ~ ................................................................. 3 credits

Managerial Communication
This course provides new graduate students with an introduction to the graduate-level program and strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication and resources, individual and group presentation techniques, electronic research resources, introduction to the purpose and uses of the electronic portfolio, critical thinking, stress and time management, and Learning Team processes.

COM 525 ................................................................. 3 credits

Managerial Communication and Ethics
This course provides new graduate students with strategies for academic success within the University of Phoenix and its adult learning model. Topics include University of Phoenix graduate school tools and competencies, communication skills, societal values and ethical foundations, research and information utilization, personal values and ethical foundations, collaboration, critical thinking, and communication and presentation skills.

COM 526 ................................................................. 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.

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.

COM PA530 ............................................................ 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 to persuasively build 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.

COM 537 ................................................................. 3 credits

Diversity and Communication
This course explores how the language of leadership can serve to include rather than exclude people. The major content areas of this course will be on not singling people out for race, age, disability, sexual orientation, and on being consistent in their treatment of people within a group. Upon completion of this course, learners will be able to investigate and analyze various aspects of their language for any ways that stereotypes are perpetuated or some groups of people are given less value.

COM 701 ................................................................. 3 credits

Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies, and stress and time management, and Learning Team dynamics.

COM TM 541 ............................................................ 3 credits

Programming Concepts
This course covers the basic concepts of computer programming. Topics include program structure and syntax, documentation, input/output, constants and variables, calculations, logic structures, “build vs. buy” software decisions.

CUR 524 ................................................................. 3 credits

Instructional Design
This course is designed to introduce students to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products.

CUR 558 ................................................................. 3 credits

Foundations of Curriculum and Instruction
This course focuses on understanding what curriculum is and how it is developed in schools. Curriculum planning is examined, as is the philosophy in this process. Procedures involved in curriculum development, planning, and implementation are addressed; practical application is emphasized.

CUR 562 ................................................................. 3 credits

Standards-Based Curriculum and Instruction
This course focuses on the development of strategies for linking standards-based education to classroom curriculum. This course will explore the historical foundations of the standards movement as well as current research on standards as a basis for understanding standards-based instruction. Students will learn to create effective standards-based performance assessment tasks for their classrooms.
CUR 578 ~ .......................................................... 3 credits
Evaluation and Assessment of Curriculum
This course is designed to provide students with the evaluation techniques necessary to analyze curriculum, educational resources, and instructional strategies. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.
CUR 711 ~ .......................................................... 3 credits
Developmental and Learning Theories
Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712 ~ .......................................................... 3 credits
Curriculum Theory
This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorist and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.
CUR 721 ~ .......................................................... 3 credits
Instructional Models
This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.
CUR 722 ~ .......................................................... 3 credits
Assessment of Student Learning
This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731 ~ .......................................................... 3 credits
Supervision of Curriculum and Instruction
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.
CUR 732 ~ .......................................................... 3 credits
Program Evaluation
This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated.

CUR 723 ~ .......................................................... 3 credits
Assessment of Student Learning
This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731 ~ .......................................................... 3 credits
Supervision of Curriculum and Instruction
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.
CUR 732 ~ .......................................................... 3 credits
Program Evaluation
This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated.

Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.

DBM 500 ~ .......................................................... 3 credits
Database Concepts
This course will provide the fundamental knowledge students need to: recognize the information needs of a business and translate those needs to efficient and flexible file and database solutions; use file and database solutions to model and effectively support business processes; evaluate the construct, utility and possible business applications of: data warehousing, data marts, and data mining; analyze and obtain effective business solutions for data management; and identify business needs, which may be solved with client/server solutions.

DBM 502 ~ .......................................................... 3 credits
Database Management
This 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.

DHA 711 ~ .......................................................... 3 credits
Administration of Complex Health Care Systems
Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision making at the policy and the organizational level.

DHA 712 ~ .......................................................... 3 credits
Risk Management in Complex Organizations
Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DHA 713 ~ .......................................................... 3 credits
Managing Resources in Health Organizations
Understanding the complexity of managing the vast resources needed to deliver quality health care is essential. Although human resources comprise the majority of needed assets, other resources include facilities and industry suppliers. This course will examine how these resources are interwoven and need to be successfully managed. The course is a combination of theoretical and practical approaches for resource management.

DHA 714 ~ .......................................................... 3 credits
Health Care Marketing
Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 721 ~ .......................................................... 3 credits
Health Care Economics
This course focuses on the application of economic theory to the
amount, organizations, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.

DHA 722 ~ ................................................................. 3 credits

Policy and Regulation in Health Care
Contemporary administration requires a thorough understanding of the federal policy and regulatory development process. Students analyze the history of health financing legislation, as well as regulatory implications of both the Medicare and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.

DHA 723 ~ ................................................................. 3 credits

Executive Information Systems
This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University's information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology.

DHA 724 ~ ................................................................. 3 credits

Globalization of Health Care
This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

DHA 731 ~ ................................................................. 3 credits

Population Health and Epidemiology
The science of epidemiology is essential for projecting the population health needs and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision making. Students will apply this science in the analysis of emerging health epidemics and diseases.

DHA 732 ................................................................. 3 credits

Evaluation of Health Care Programs
This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population-specific care management programs across a variety of health settings.

DHA 733 ................................................................. 3 credits

Contemporary Leadership Issues
This seminar focuses on the applications of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DOC 710R ~ ................................................................. 3 credits

Proposal Seminar
This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.

DOC 720 ~ ................................................................. 3 credits

Prospectus and Proposal Workshop
This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.

DOC 721R ~ ..................................................... 2 credits

Doctoral Seminar I
This 5-day residency course is an exercise in practical, professional

DOC 721R ~ ..................................................... 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner's prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 722 ~ ................................................................. 3 credits

Professional Development & Socialization in Higher Education Administration
This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.

DOC 730R ~ ................................................................. 3 credits

Collaborative Case Study
This 5-day residency course is an exercise in practical, professional
management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ~ ................................................................................... 2 credits

**Doctoral Seminar III**

This 3-day residency course is designed to facilitate the process of progressing from an approved doctoral proposal to final submission of the dissertation due at the end of the program. The requirements for chapters 4 and 5 of the dissertation are explored for content and format. This course will incorporate learners from various doctoral program/disciplines.

DOC 733 ~ ................................................................................... 3 credits

**Doctoral Dissertation**

Learners enroll for this mentor-guided course while finalizing their dissertation with their committee. The learner/mentor relationship is the catalyst for completing the study’s research, findings, recommendations, and conclusions.

DOC 734 ~ ................................................................................... 3 credits

**Doctoral Project IV**

This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 735 ~ ................................................................................... 3 credits

**Research Proposal**

Learners will discuss issues related to ethical research, complete human subjects research training, and complete a draft of the dissertation proposal.

DOC 736a, b, c ~ ........................................................................... 3 credits

**Dissertation I**

The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737. (B and C are if necessary)

DOC 737 ~ ................................................................................... 3 credits

**Dissertation II**

Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.

DOC 738a, b, c ~ ........................................................................... 3 credits

**Defense**

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 740R ~ ................................................................................ 0 credit

**Annual Renewal Residency**

This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

EBUS 500.1 ~ ................................................................................. 3 credits

**e-Business Principles and Practices**

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management; how to leverage technology to enhance business processes; the unique characteristics of e-marketing; and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

EBUS 520 ~ ................................................................................... 3 credits

**e-Marketing Theory and Application**

This course examines the theory and application of electronic marketing. In addition to looking at the new marketing mix, which applies the Internet to the traditional marketing functions of product, price, distribution, and promotion, students will gain experience in Web site strategy and e-business market planning.

EBUS 550 ~ ................................................................................... 3 credits

**e-Law and Risk Management**

This course examines the process of risk management in the multifaceted e-business context. Operational, financial, legal, strategic, and technical aspects of risk management are analyzed. Students will be exposed to emerging and global issues in e-commerce risk management. Each student will prepare a risk management assessment of an existing e-business.

EBUS 550 ~ ................................................................................... 3 credits

**Creating the e-Business**

This is an integrative course and the capstone for the MBA/e-Business. The outcome is for students to design an e-business while drawing upon skills learned from the previous e-business specialty courses. Students will complete a design for all elements of an e-business, whether creating an original business as an e-business or converting an existing business. An integral part of the design will be a convincing argument for why the business will be financially successful.

ECH 505 ~ ................................................................................... 3 credits

**Introduction to Early Childhood Education**

This course provides an overview of early childhood education and related topics including: history, public policy development, program types and models, theories of early childhood education, and play theories. Factors to consider when establishing and maintaining early childhood programs are explored.

ECH 506 ~ ................................................................................... 3 credits

**Growth and Development in Early Childhood**

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of chil-
It discusses both typical and atypical development of children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of all young children.

**ECH 513 ~ ................................................................. 3 credits**

**Growth and Development in Early Childhood**

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children. It discusses both typical and atypical development of children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of all young children.

**ECH 514 ~ ................................................................. 2 credits**

**Survey of Special Populations**

This course provides an overview of special populations in early childhood education. The course focuses on developmentally effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age eight. Legal structures, public policy, and information related to current practices serving special populations in early childhood are also examined.

**ECH 516 ~ ................................................................. 2 credits**

**Student Teaching: Seminar I**

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their e-portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

**ECH 521 ~ ................................................................. 3 credits**

**Maintaining an Effective Learning Climate**

This course examines developmentally effective strategies used in managing a positive learning environment within the framework of today’s diverse early childhood population. Topics include models of discipline, establishing expectations and procedures, motivating children, family communication, managing disruptive children, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.

**ECH 526 ~ ................................................................. 2 credits**

**Methods of Teaching in Early Childhood: Physical Education**

This course provides a foundation in content and methodology for the teaching of physical education, including movement and health, for children birth through age eight. It focuses on understanding and using developmentally effective practices in teaching and integrating movement, physical activity, and physical education in early childhood settings. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored.

**ECH 527 ~ ................................................................. 2 credits**

**Methods of Teaching in Early Childhood: The Arts**

This course focuses on understanding and using developmentally effective practices to teach and to integrate music, creative movement, dance, drama, and art in early childhood education. Curricular content, modifications, development of hands-on learning experiences, and integration of content area standards are explored. A foundation in effective teaching and assessment methodologies in the early childhood setting is provided.

**ECH 529 ~ ................................................................. 4 credits**

**Methods of Teaching in Early Childhood: Mathematics and Science**

This course focuses on understanding and using developmentally effective practices to teach and to integrate mathematics and science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

**ECH 531 ~ ................................................................. 3 credits**

**Methods of Teaching in Early Childhood I**

This course provides a solid foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided.

**ECH 532 ~ ................................................................. 4 credits**

**Methods of Teaching in Early Childhood: Language and Literacy**

This course focuses on children’s language and literacy development from birth to age eight. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

**ECH 533 ................................................................. 3 credits**

**Methods of Teaching in Early Childhood II**

This course provides a solid foundation in program content and methodology for the teaching of social studies, science, and mathematics to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided, including classroom management.

**ECH 534 ~ ................................................................. 2 credits**

**Methods of Teaching in Early Childhood: Social Studies**

This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age eight). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

**ECH 546 ~ ................................................................. 2 credits**

**Early Childhood Student Teaching, Part A**

This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture,
the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 547 ................................................................. 3 credits

**Early Childhood Assessment**

This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources also are explored.

ECH 548 ................................................................. 3 credits

**Early Childhood Assessment**

This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources also are explored.

Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.

ECH 537 ................................................................. 3 credits

**Foundations of Early Childhood Curriculum**

This course provides a framework for organizing teaching and curriculum in early childhood education. It examines the purpose, function, and impact of curricular models in early childhood education. In addition, the course examines the educational objectives, content and structure, and assessment procedure for creating learning environments. The course also analyzes the role of the teacher in relation to curriculum development and implementation for early childhood education. The course ends with the development of a segment of a curriculum model.

ECH 542 ................................................................. 3 credits

**Early Childhood Play Theories**

This course is designed to increase the understanding of children’s play and how it may be used effectively in early childhood academic programs. Theories of children’s play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children.

ECH 522 ................................................................. 3 credits

**Family and Community Involvement**

This course provides an awareness of the general interdependence of culture, family, and child. Specific goals and functions of various societies, as well as the impact of social stress on families, are examined. The course also focuses on urban problems such as class differences, parental expectations, and academic learning. The development of knowledge and appropriate strategies for planning family and community members’ participation in socio-cultural and learning activities are stressed.

ECH 556 ................................................................. 3 credits

**Early Childhood Student Teaching, Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.

ECH 561 ................................................................. 3 credits

**Economics**

This course provides a framework for organizing teaching and curriculum in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources also are explored.

ECH 561PR ............................................................. 3 credits

**Foundations of School Counseling, Part I**

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 non-profits, and tax efficiency, equity, and incidence.

ECH 572 ................................................................. 3 credits

**Educational Specialist Capstone**

The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

ECH 799 ................................................................. 3 credits

**Educational Specialist Capstone**

The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

ECH 523 ................................................................. 3 credits

**Foundations of School Counseling, Part II**

This course introduces prospective school counselors to the history, services, roles, and expectations of counselors in elementary and secondary schools in America. Important trends that will continue to influence school counseling programs will be examined. Professional school counseling programs will be examined. Professional school counseling organizations will also be explored.

ECH 523 ................................................................. 3 credits

**Foundations of School Counseling, Part II**

This course will examine key components of comprehensive school counseling programs. Essential counseling skills and professional
development for a successful program will be identified. Mental health aspects of school counseling will also be addressed.

**ECN 550** ~ ................................................................. 3 credits

**Student Assessment and Evaluation in School Counseling**

This course is designed to provide the guidance counselor with a foundation of knowledge in psychometric principles necessary to gain an understanding of instruments and other methods of assessment to make educational counseling decisions. Historical, ethical, and legal issues of assessment are examined and common testing instruments are reviewed. Administration, scoring, and interpretation of standardized test are described and psychometric principles necessary for development, interpretation, and selection of standardized instruments are presented. The purposes of assessment are considered for placement, planning, and accountability in the educational counseling setting.

**ECN 545** ~ ................................................................. 3 credits

**Student Career Counseling**

This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in school, including the development of individual career life plans for students and adults in transition. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current Tech Prep and School-to-Work K-12 programs. Issues related to career counseling for individuals from special populations are also addressed.

**ECN 552** ~ ................................................................. 3 credits

**Critical Issues in Educational Counseling**

This course is designed to allow students to explore current issues that face school counselors and school counseling programs today. A variety of issues will be studied along with the role of the school counselor in responding to critical, and possibly, crisis situations.

**ECN 550** ~ ................................................................. 3 credits

**Administration of School Counseling Programs**

This course examines the design, implementation, monitoring, and evaluation of comprehensive guidance programs. Specific communications and consultation strategies will also be discussed. A school counselor’s role in crisis management will be addressed.

**ECN 533** ~ ................................................................. 3 credits

**Economics for Managerial Decision Making**

This course develops principles and tools in economics for managers to use in making decisions. Topics draw from both microeconomics and macroeconomics and include pricing for profit maximization, understanding and moving among market structures, management of business in expansions and recessions, and monetary policy. The focus is on the application of economics in operating and planning problems using information generally available to the manager.

**ECO EM561** ~ ................................................................. 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.

**ECO GM561** ~ ................................................................. 3 credits

**International Economics**

This course applies economic concepts to make international management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis in the international environment. Other topics include supply and demand, comparative advantage, profit maximization, market structure, macroeconomic measurement, money, trade, exchange rates, and balance of payments.

**ECO HC561** ................................................................. 3 credits

**Economics in Health Care**

This course applies economic concepts to make health care management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include demand management, concepts of efficiency, production and distribution of health care services, regulation and reimbursement, incentives in health care, macroeconomic policy (including money), and international health markets.

**EDA 500** ................................................................. 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.

**EDA 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.

**EDA 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, it focuses on the equitable participation of students, families, teachers, and staff 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.

**EDA 524** ................................................................. 3 credits

**Supervision of Curriculum, Instruction and Assessment**

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

**EDA 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.
EDA 532 ~ .................................................................................... 3 credits

**Human Relations and Organizational Behavior in Education**

This course examines human relations and organizational behavior concepts, strategies, and theories from the public, business, and educational sectors and applies them to the educational realm. The key processes of conflict resolution and organizational change are explored, along with how they influence educational organizations in the areas of leadership, communication, decision making, problem solving, diversity issues and educational change.

EDA 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.

EDA 538 ~ .................................................................................... 3 credits

**Education Finance and Budgeting**

This course examines the concepts and theories that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. The practical application of these concepts and theories will be experienced in the development of district/school budget planning and development.

EDA 545 ~ .................................................................................... 3 credits

**School Law for Educators**

This course allows students to examine legal theory and practice in 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.

EDA 550 ~ .................................................................................... 3 credits

**Human Resources Management in Education**

This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resources department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, collective bargaining, staff development, and evaluation of personnel and their legal implications are emphasized.

EDA 554 ~ .................................................................................... 3 credits

**Instructional Program Management and Evaluation**

This course is designed to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, data-driven instructional improvement, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning.

EDA 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.

EDA 560 .................................................................................... 3 credits

**Human Resources Management in Education**

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.

EDA 564 ~ .................................................................................... 3 credits

**The Role and Functions of the Principal**

This course examines the roles and functions of the principalship and explores educational leadership. Research, theory, and systemic change are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century.

EDA 565 .................................................................................... 3 credits

**School Improvement Processes**

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

EDA 567 .................................................................................... 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.

EDA 590A/B/C ~ ........................................................................ 1 credit

**Administrative Internship**

The internship experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.

EDA 591A .................................................................................... 1 credit

**Principal Internship Part I: Instructional Leadership**

This internship 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.

EDA 591B .................................................................................... 1 credit

**Principal Internship Part II: Organizational Management**

This internship 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.
EDA 591C ................................................................. 1 credit

Principal Internship Part III: Community and Media Relations
This internship 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.

EDD 511 ~ ................................................................. 3 credits

Adult Learning: Theories, Principles and Applications
This course focuses on adult development and learning theories. Students will identify the stages of adult development and examine the concept of andragogy versus pedagogy. Major theories of adult learning and how they relate to instructional practices will be explored. Intelligence, skills, and motivation are discussed in the context of teaching adult learners. Emphasis will be placed on teaching and learning models and strategies and effective practices in distance education.

EDD 516 ................................................................. 3 credits

Overview of the Community College
This course provides an overview of the history, development, mission and purpose, governance, curriculum and instruction, functions, trends, and issues of the community college. Additionally, this course will discuss funding sources and will identify essential and non-essential student services. National, state and local perspectives will also be reviewed and analyzed.

EDD 520 ................................................................. 3 credits

Critical Issues in Education
This course is designed to allow students to explore current educational issues and innovations in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today’s society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and moral education are discussed in relation to schooling.

EDD 569 ................................................................. 2 credits

Introduction to Action Research
This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements.

EDD 570 .... ............................................................ 2 credits

Introduction to Educational Research
This course focuses on the foundations of educational research. The purpose of research as it impacts decision making and educational practices will be explored. Students will be introduced to the various elements of an action research project, including problem and purpose statements, writing style, literature review, research design, data collection, and data analyses. The steps involved in the process of conducting research will be discussed.

EDD 573 ................................................................. 2 credits

Applications of Research
This course reviews various applications of the action research project. Students explore factors related to conference presentations and public speaking, submitting for publication, and communicating findings to various agencies and organizations. The process of using research projects as the basis for grant writing is also examined.

EDD 574 ................................................................. 1 credit

Action Research Outline
This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. Inferential and descriptive measures are examined, and methods for collecting, evaluating and analyzing data are discussed. Students will identify ethical issues related to research, including basic theory and practice, professional code of ethics, confidentiality, and research using human subjects.

EDD 575 ................................................................. 1 credit

Action Research Proposal
Students may begin work on the proposal component of the action research project upon successful completion of EDD 570 and the approval of their problem statements and matrices by their faculty member. Students complete a sentence outline of Chapters 1-4 for the action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing “anticipated” results. The outline is used as a basis for writing the formal proposal.

EDD 576 ................................................................. 1 credit

Action Research Presentation
The final phase of the research project is the formal report using data you created and proof of outside presentation. Students will analyze their “anticipated” results and rewrite the proposals into report form, including Chapter 5. The final chapter for the action research report includes an analysis of findings and recommendations for change.

EDD 567 ................................................................. 3 credits

Introduction to Action Research: Data Driven Decision Making
This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. Inferential and descriptive measures are examined, and methods for collecting, evaluating and analyzing data are discussed. Students will identify ethical issues related to research, including basic theory and practice, professional code of ethics, confidentiality, and research using human subjects.

EDD 577 ................................................................. 3 credits

Action Research
In this course, students will learn the basic steps required to write an action research proposal. Students will complete a basic sentence outline and Chapters I through IV of an action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing results.

EDD 580 ................................................................. 3 credits

Applications of Action Research
This course emphasizes the writing and the dissemination of a finalized action research project. Learners revise the proposal as needed and complete Chapter V of the action research project. They explore various dissemination techniques that have the potential to reach a variety of stakeholders. Particular emphasis is placed on using research as a basis for grant writing and journal publication.

EDD 711 ................................................................. 3 credits

Social Contexts and Contemporary Issues
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, union-
Lifelong Learning: Leadership in the Educational Continuum
EDD 713 ................................................................. 3 credits

The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, specifically adult learning, are examined. The role that P-12 education, higher education, corporate education/training, and the military play in instilling a belief in lifelong learning is of focus.
EDD 714 ................................................................. 3 credits

Lifelong Learning: Leadership in the Educational Continuum
EDD 712 ................................................................. 3 credits

Leadership in Contemporary Organizations
This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.
EDD 713 ................................................................. 3 credits

The Economics of Education
The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, specifically adult learning, are examined. The role that P-12 education, higher education, corporate education/training, and the military play in instilling a belief in lifelong learning is of focus.
EDD 714 ................................................................. 3 credits

Comparative Models of Educational Environments
This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adult learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.
EDD 721 ................................................................. 3 credits

Planning and Leading Change
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722 ................................................................. 3 credits

The Legal Context of Education
This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.
EDD 723 ................................................................. 3 credits

Ethics and Values in Learning Organizations
The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.
EDD 724 ................................................................. 3 credits

Instructional Leadership
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.
EDD 731 ................................................................. 3 credits

The Economics of Education
The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 732 ................................................................. 3 credits

Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
EDD 733 ................................................................. 3 credits

Evaluation and Assessment Methods
This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDL 500 ................................................................. 3 credits

Personal Leadership
This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. 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 505 ................................................................. 3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today's communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.
EDL 510 ................................................................. 3 credits

Teacher Leadership in a Global Society
This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles. Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.
EDL 515 ................................................................. 3 credits

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

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.” Coursework is closely aligned with the National Board Professional Teaching Standards.

EDL 525 ..................................................................................... 3 credits

**Accountability and Evaluation**

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

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

**Mentoring and Coaching**

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

EDL 535 ..................................................................................... 3 credits

**Legal and Ethical Issues in Education**

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

EDT 711 ..................................................................................... 3 credits

**Educational Technology Research**

This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDT 721 ..................................................................................... 3 credits

**Instructional Design**

This course focuses on the principles of instructional design including a survey of instructional design models. Using the overarching ADDIE process learners will relate each of the five design phases to an educational goal. From their analyses, learners will justify the use of an instructional design model and produce a course-level unit.

EDT 722 ..................................................................................... 3 credits

**Distance Learning**

This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.

EDT 731 ..................................................................................... 3 credits

**Instructional Media and Design Techniques**

Learners will apply instructional design principles in the development of electronic media. Learners explore delivering instruction through multimedia and/or multiple modalities with a focus on matching appropriate technologies to learning outcomes. Design principles include the effects of contrast, continuity of text and graphics, relevancy of graphics to text, and alignment.

EDT 732 ..................................................................................... 3 credits

**System Analysis and Design**

This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners’ present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDT 733 ..................................................................................... 3 credits

**Integrating Technology and Curriculum**

This course is designed to develop strategies for effective and appropriate integration of digital technology and educational goals. Learners explore the possibilities enabled by technology, the perceived need to master technologies for vocational readiness, and the design of technological implementations that enhance educational experiences. A running theme of this course is balancing the competing priorities of technology and curriculum decisions.

EDTC 510 ................................................................................ 2 credits

**Foundations of Distance Education and Training**

This course focuses on the principles of distance education as a medium for course, degree, or training-based instruction. The history, technologies, and best practices associated with distance learning will be presented and analyzed. Current and future critical issues that impact the teaching/learning environment in distance delivery modalities also will be examined.

EDU 566 .................................................................................. 3 credits

**Adolescent Psychology**

This course explores the current trends and approaches to the mental, physical, social, and emotional characteristics of adolescents and their subcultures. In this course, students review how adolescents react to and cope with influential factors in today’s society. Students also analyze how adolescents interact with their peers and families in school environments and in various settings throughout the community.

EDU 701 .................................................................................. 3 credits

**Academic Affairs Administration**

This course introduces and examines the major functions tradition-
ally housed in the academic wing of a given institution. Specifically, the following faculty roles and responsibilities will be addressed: those in institutional governance, those in curriculum development and design, those in curriculum delivery, those in student recruitment and retention, and those in institutional advancement. Delivery methods; relationship between curriculum and finances (subsidizing); selection, development, termination of programs; responsiveness to the marketplace; using data to make curricular decisions; Student learning outcomes (balancing with budgetary constraints); politics and curriculum.

EDU 702 ~ .......................................................... 3 credits

**History of Education in the Americas**

An in-depth analysis of the development of education in Canada, Central America, South American nations, and the United States will form the basis of this course. Topics will include indigenous educational perspectives, the development of education (K-post-secondary), major forces affecting educational development at all levels, and the political, social, economic, and cultural contexts of educational development. Public and private endeavors in education through the 20th century will be presented.

EDU 703 ~ .......................................................... 3 credits

**Student Affairs Administration**

This course will explore the history, philosophy, and purposes of student affairs administration, examining both its theoretical and practical foundations. Students will investigate issues and problems currently facing student affairs administration in the ever-changing educational climate and focus on the future of the profession.

EDU 704 ~ .......................................................... 3 credits

**Understanding the Infrastructure of Higher Education**

This course will examine the evolution of the Higher Education Academy from an organizational, political, philosophical, cultural, economic, and policy-oriented point of view. Students will become familiar with the campus culture through the evolution of various campus models that impact how departments function on-campus and work collaboratively to support the institution’s mission and educate students.

EDU 705 ~ .......................................................... 3 credits

**The Inclusive Campus: Addressing Differing Student Needs**

This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.

EDU 706 ~ .......................................................... 3 credits

**Comparative Models of Higher Education**

This course will present a comparative perspective of educational systems that exist in today’s world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.

EDU 709 ~ .......................................................... 3 credits

**The Community College**

In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.

EDU 711 ~ .......................................................... 3 credits

**Core Functions of Higher Education Administration**

This course examines the major features of the three core functional areas of modern higher education. The course focuses on the administration of higher education institutions and includes the 1) student experience, including student development and learning; 2) faculty and staff issues, including RPT (retention, promotion, and tenure), faculty and staff development, curriculum, governance; and 3) infrastructure concerns, including planning, technology, and facilities.

EDU 712 ~ .......................................................... 3 credits

**History of Education**

This course will present the learner with a comprehensive survey of the purposes and educational developments from ancient civilizations in Africa (Egypt, Babylonia, Assyria, Persia), Asia (China, Indus Valley), Greece, and Rome through the 20th century. Hindu, Jewish, Muslim, Christian, and Buddhist traditions, Zhou Dynasty, Medieval/Renaissance/Reformation, Enlightenment, Industrial, and Post-Industrial educational developments will be studied as a prelude to investigating comparative educational systems.

EDU 724 ~ .......................................................... 3 credits

**Student Development Theory**

This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive, structural, identity, and typology theories related to college student development. Application and use of theory to everyday practice and a broad range of students in higher education will be discussed.

EDU 732 ~ .......................................................... 3 credits

**Planning, Evaluation, & Assessment in Higher Education Administration**

This course will explore various concepts, theories, and methodologies underlying program planning, development, and assessment. Focusing on higher education administration, course content will address issues of purpose, goals, activities, outcomes, and evaluation in a variety of higher educational endeavors. Campus and off-campus program development, including feasibility, financial planning, staffing, and report management will provide knowledge and skills to effectively undertake campus initiatives.

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.

ELM 516 .......................................................... 2 credits

**Elementary Student Teaching Seminar I: The Professional Educator**

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher are
assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ELM 519 ....................................................................................... 4 credits

**Elementary Student Teaching Part A**

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

ELM 520 ....................................................................................... 4 credits

**Elementary Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 524CA ~ .............................................................................. 4 credits

**Elementary Student Teaching Seminar II**

This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores 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 524CA ~ .............................................................................. 4 credits

**Elementary Student Teaching Seminar III**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 523CA ~ .............................................................................. 4 credits

**Elementary Student Teaching Seminar IV**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 525 ....................................................................................... 3 credits

**Elementary Student Teaching**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decisionmaking, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 532CA ~ .............................................................................. 4 credits

**Elementary Student Teaching Seminar V**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 532 ....................................................................................... 4 credits

**Assessment of Limited-English Proficient Students**

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 Language Learners (ELLs). It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

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.

EXAM 799 ..................................................................................... 1 credit

**Comprehensive Examination**

The comprehensive examination is a program requirement for the Doctor of Philosophy degree from the University of Phoenix. Exami-
Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, hedging mechanisms, cultural approaches to time value of money, and constraints on financial flows.

FIN HC571 ~ ................................................................. 3 credits

Health Care 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 management, capital budgets, long-term financing, and valuation of the business.

FIN SB571 ~ ................................................................. 3 credits

Small Business Finance
This course applies finance concepts to make management decisions for a small or start-up business. Students learn methods to evaluate financial alternatives and manage working capital. Other topics include cash flows, business valuation, due diligence, capital budgets, short- and long-term financing.

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 socio-cultural 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 organizations 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.

GMGT 550 ~ ................................................................. 3 credits

Global Management Capstone Course
This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world.

GMGT 570 ~ ................................................................. 3 credits

Principles of Transnational Management
This course focuses on identifying opportunities and trends in cross border management. It draws upon and integrates complex business problem-solving scenarios. Students will begin to develop a master’s project, which will be presented in the final specialization course.
HCS 525 ~ .................................................................................... 3 credits

Managing in Today's Health Care Organizations
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 530 ~ .................................................................................... 3 credits

Health Care Organizations
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 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 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 539 ~.................................................................................... 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 biomedicine, 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 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 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 health care organizations.

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 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 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 565 ~ ................................................................. 3 credits
**Organization and Management of Aging Services**
This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.

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 571 ~ ................................................................. 3 credits
**Financial Resource Management**
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

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 578 ~ ................................................................. 3 credits
**Ethical, Legal, and Regulatory Issues in Health Care**
Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.

HCS 581.3 ~ .............................................................. 3 credits
**Change Negotiation and Conflict Resolution in Health Care**
This course examines and analyzes the significant issues related to collaboration change management theory, conflict management, negotiation, in the fast-paced changing world of health care. Students will critique and discuss these issues from the perspective of major health care stakeholders.

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.

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 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.

HED 580 ................................................................. 2 credits
**Human Capital Development**
This course provides a study of health and nutrition education for the classroom teacher. Topics include wellness, nutrition, cardiovascular health, sexually transmitted diseases, and alcohol, narcotics, drugs, and tobacco use. Health assessments and reflections provide an opportunity to assess personal health habits. Plans and resources for sharing important health information with students are
Recruitment and Retention Practices

**HRM 548** ~ 3 credits

This course is a study of the creation, application, and viability of the United States Constitution. Students explore the historical and philosophical origins of the document in an effort to understand the Constitution's original intent and current usage. This course also focuses on the Constitution's evolution by examining the interpretation of the Constitution during the changing social and political climates of the United States.

**HIS 501** ................................................................. 1 credit

**United States Constitution**

This course is a study of the creation, application, and viability of the United States Constitution. Students explore the historical and philosophical origins of the document in an effort to understand the Constitution's original intent and current usage. This course also focuses on the Constitution's evolution by examining the interpretation of the Constitution during the changing social and political climates of the United States.

**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.

**HRM 531PR** ~ .......................................................... 3 credits

**Human Capital Management**

This course prepares students to address the concepts of personnel development as managers in Puerto Rico. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees in Puerto Rico. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

**HRM 532** ................................................................. 3 credits

**Human Capital Development in the Public Sector**

This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in an environment of political appointment. Other topics, at the state and local level, include recruitment, development & retention of employees, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethics.

**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: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

**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 555** ~ .......................................................... 3 credits

**Human Resources Management**

This course examines the evolving human resources function within today's organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources.

**HRM 556** ~ .......................................................... 3 credits

**Employee Motivation and Compensation**

This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior, human motivation, and types of reward systems; the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends.

**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 590** ~ .......................................................... 3 credits

**Human Resources Capstone Course**

This is an integrative course and the capstone for the Human Resources Management program. The outcome is for students to develop business solutions to human resources problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a human resources problem of their own choosing.

**HRM 591** ~ .......................................................... 3 credits

**Seminar in Human Resources Management**

This seminar provides a forum for the study of Human Resources Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of a project introduced in the first and second of the three specialization courses.

**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
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

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 technologies, legal, ethical and professional dynamics are included.
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.
IND 701 ~ ..................................................................................... 3 credits

Independent Study I
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
IND 702 ~ ..................................................................................... 3 credits

Independent Study II
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
IND 703 ~ ..................................................................................... 3 credits

Independent Study III
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IST 710 ~ ..................................................................................... 3 credits

Foundations of Information Systems Management
This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IST domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.
IST 721 ~ ..................................................................................... 3 credits

Knowledge Worker Information Systems
In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722 ~ ..................................................................................... 3 credits

Information Technology for Teams
Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723 ~ ..................................................................................... 3 credits

Departmental Information Systems
This course will continue the analysis of the application of the domains used by individuals and teams studied in IST/721 and IST/722. The learner will evaluate the application of the program domains to departmental operations and strategy. The learner will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724 ~ ..................................................................................... 3 credits

Organizational Information Systems Management
This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IST domains within an organization.
IST 731 ~ ..................................................................................... 3 credits

Partnership and Industry Information Systems
This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.
Global Information Systems Management
This course extends the examination of the IST domains studied throughout the program to the global level. The learner will examine the application of the IST domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.

IST 732 ~ ................................................................. 3 credits

Information Systems Management Architecture
In this course, learners will create an innovative model, incorporating the domains and models from previous coursework. In the model building, learners will demonstrate their leadership competencies as related to IST.

LAW 529 ~ ........................................................................... 3 credits

Legal Environment of Business
This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, criminal law, property law, business formation, employment law, and ethical considerations in business.

LAW C529 ~ ................................................................. 3 credits

Legal Environment of Business
This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, partnership and corporations, anti-trust, environmental law, employment law, and ethical considerations in business.

LAW 531 ~ ................................................................. 3 credits

Business Law
This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LAW 531PR ~ ................................................................. 3 credits

Business Law
This course prepares students to evaluate the legal risks associated with business activity in Puerto Rico. Students will create proposals to manage a Puerto Rican organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, property, intellectual property, legal forms of business in Puerto Rico, and governance.

LAW 731 ~ ................................................................. 3 credits

Legal Aspects of Higher Education
This course provides an analysis of the legal issues prevalent in higher education institutions. Major topics of discussion include accreditation and regulatory issues, federal and state constitutents and laws, institutional and individual legal issues, student rights, employment agreements, and the legal aspect of technology. Learners review case laws and specific pieces of education legislation to provide a basis for their local laws and decisions and policy making.

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.

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.

LDR 532 ................................................................. 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 include leadership theories, organizational theory, levels of organizational change, and transformation leadership.

LDR 706 ................................................................. 3 credits

Leadership, Management, and Supervision
This course investigates building teamwork and commitment, coaching and mentoring, collective bargaining and contract negotiations, and delegating. Upon completion of this course, learners will have the following competencies: the ability to plan work teams and increase the effectiveness of their work, use coaching to improve the performance of all employees, arrange and participate in collective bargaining and contract negotiations, and delegate work to subordinates.

LDR 711A ................................................................. 3 credits

Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflective leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

LDR 712 ................................................................. 3 credits

Information Systems Strategy and Leadership
The primary focus of this course is the research and evaluation of innovative and practical IS approaches to problem resolution in various industries. Learners will research the strategies and leadership characteristics of IS industry leaders and analyze upcoming trends in the field. These considerations will be incorporated into the foundation of a IS leadership plan.

LDR 721 ................................................................. 3 credits

Ethical Leadership and the Legal Landscape
This course evaluates research on how legal environments in the global economy shape decision making and the ethical issues that emerge from disparate legal systems and practices. This course will specifically address practices legal in a subsidiary country but in violation of the corporation’s ethical standards.
The Dynamics of Group and Team Leadership

Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.

Contemporary Issues in Leadership

This course explores the successes and controversial issues surrounding how and why senior leaders set and deploy organizational values, short- and long-term directions, and performance expectations that create a balanced value. The focus is on business results that encompass organizational learning, stakeholder satisfaction, overall budgetary, financial, and market performance.

Architecture of Leadership

Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short-term and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.

Adolescent Psychology

This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

Instruction and Assessment of English Learners

This course provides a comprehensive overview of historical, philosophical, and legal perspectives in English Language Development (ELD) education for the English Language Learner (ELL). It establishes the rationale for ELD education, and examines current issues in ELL identification and assessment and second language acquisition in the public school. This course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. The course provides knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as multiethnic curriculum and instruction.

Secondary Student Teaching I: The Professional Educator

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

Curriculum Constructs and Assessment: Reading and Language Arts

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

Curriculum Constructs and Assessment: Physical Education/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 are explored.

Middle School Foundations and Philosophy

This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments. Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

Curriculum Constructs and Assessment: Secondary Methods

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

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 student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, tech-
niques, 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.

MAT 542 ~ ................................................................. 3 credits

Curriculum Constructs and Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching reading at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

MAT 544 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Mathematics
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MAT 546 ................................................................. 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 level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MAT 547 ................................................................. 3 credits

Curriculum Constructs and 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.

MAT 548 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MAT 561 ................................................................. 3 credits

Action Research
This course focuses on the foundations of educational research. The purpose of research as it impacts decision making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MGT 521 ................................................................. 3 credits

Management
This course applies the tools available to University of Phoenix graduates and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.

MED 520 ................................................................. 3 credits

Methods of Teaching Secondary Art
This course is designed to explore secondary art instruction. Students learn to create relevant art lesson plans and assessments for diverse learners. The following topics are also explored: analyzing art, incorporating art from diverse perspectives, using technology for art instruction, and managing art activities in the classroom.

MED 522 ................................................................. 3 credits

Teaching Math through Art
This course is designed for the elementary classroom, the math lab, and some high school classrooms. This course examines how the different art disciplines apply to processing math concepts. Students learn to integrate art into math instruction, create math–art lessons, adapt math–art lessons for diverse populations, and utilize technology tools and resources for math–art instruction. Students create materials for use in their respective classrooms and grade levels.

MTF 590 ................................................................. 3 credits

Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTF 598 ................................................................. 4 credits

Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problems solving based on student teaching classroom experiences.
MTE 599 ................................................................. 4 credits
Student Teaching Part B
This course will focus on the design and implementation of the
Teacher Work Sample. It also provides students practical guidance in
securing a teaching position. Students will examine resumes and
cover letters, teaching applications, and interview strategies. Assis-
tance in preparing an employment portfolio will be provided. This
seminar also provides a forum for open discussion and problem-
solving based on student teaching classroom experiences.
MTE 500 ................................................................. 0 credits
Orientation to the Special Education Certification Program
This course is designed to provide an orientation to the primary
components of the Special Education Certificate Program. Students
will be introduced to the program’s certificate completion require-
ments. Field Experience, E-Portfolio, and technology resources will
be discussed.
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 501CA .......................................................... 2 credits
Foundations of Education
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 505 ................................................................. 3 credits
Child and Adolescent Development
This course explores the range of issues related to human develop-
ment from birth through age 18. The focus of the course is on defin-
ing the various stages as they impact instructional practice and
decisions in a K-12 environment. Emotional, intellectual, physiologi-
cal, social, and cultural factors are discussed. Peer and family influ-
ences, along with issues related to media themes and gender bias,
are examined.
MTE 506 ................................................................. 2 credits
Child and Adolescent Development
This course explores the range of issues related to human develop-
ment from birth through age 18. The focus of the course is on defin-
ing the various stages as they impact instructional practice and
decisions in a K-12 environment. Emotional, intellectual, physiologi-
cal, social, and cultural factors are discussed. Peer and family influ-
ences, along with issues related to media themes and gender bias,
are examined.
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary
components of the Teacher Education Program. Students will be
introduced to the program’s progression and degree completion
requirements. Field Experience, E-Portfolio, Student Teaching,
Teacher Work Sample, and technology resources will be discussed.
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, E-Portfolio, Student Teaching,
Teacher Work Sample, and technology resources will be discussed.
Check with your local campus to see if this course is necessary.
MTE 508 ................................................................. 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching
and learning. Students examine methods for teaching all students,
explore lesson plan designs, analyze the most effective teaching
strategies to promote student learning, and develop a lesson plan.
MTE 508CA .......................................................... 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 509 ................................................................. 2 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching
and learning. Students examine methods for teaching all students,
explore lesson plan designs, analyze the most effective teaching
strategies to promote student learning, and develop a lesson plan.
MTE 520 ................................................................. 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive
classroom environment within the framework of today’s diverse stu-
dent population. Topics include models of discipline, establishing
expectations and procedures, motivating students, parent communi-
cation, managing disruptive students, and materials management
and record keeping. The course focuses on helping teacher candi-
dates to develop an individual classroom management plan appro-
appropriate for their targeted grade levels and needs.
MTE 520CA .......................................................... 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 stu-
dent population. Topics include models of discipline, establishing
expectations and procedures, motivating students, parent communi-
cation, managing disruptive students, and materials management
and record keeping. The course focuses on helping teacher candi-
dates to develop an individual classroom management plan appro-
appropriate for their targeted grade levels and needs.
MTE 529 ................................................................. 2 credits
Reading and Phonological Theory
This course expounds upon the basic premise that systematically
integrated phonics instruction is a fundamental component of effec-
tive reading programs. Students will study the relevant research and

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applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

MTE 531 ~ ................................................................. 2 credits

Curriculum Constructs and Assessment: History/Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 531CA ~ ............................................................. 2 credits

Curriculum Constructs and Assessment: Science and Math
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 532CA ~ ............................................................. 4 credits

Curriculum Constructs and Assessment: Science and Math
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 and 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 534CA ~ .............................................................. 2 credits

Curriculum Constructs and 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 536 ~ ........................................................................ 3 credits

Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied, as well as the application of children’s literature to instruction and assessment in reading. Methods for incorporating the use of children’s literature in all content areas will also be examined.

MTE 537 ~ ........................................................................ 2 credits

Curriculum Constructs and Assessment: Physical Education/Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 537CA ~ ............................................................... 2 credits

Curriculum Constructs and Assessment: English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts. Participants identify the educational needs of students by exploring current instructional theory, models, strategies, and standards as they relate to instruction, assessment, and accountability. Social issues that impact reading, listening, speaking, and writing in the classroom are discussed. The course also helps current and prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 538 ~ ....................................................................... 2 credits

Curriculum Constructs and Assessment: English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts. Participants identify the educational needs of students by exploring current instructional theory, models, strategies, and standards as they relate to instruction, assessment, and accountability. Social issues that impact reading, listening, speaking, and writing in the classroom are discussed. The course also helps current and prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MTE 541 ~ ................................................................. 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.

MTE 541CA ~ .............................................................. 2 credits

**Curriculum Constructs and Assessment: Reading Methods 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.

MTE 542 ~ ................................................................. 3 credits

**Curriculum Constructs and Assessment: Reading Methods for Secondary Settings**

This course focuses on the most current research, theory, and methods of teaching reading at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

MTE 542CA ~ ............................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Visual and Performing Arts (CA only)**

This course explores the theory, application, and strategies of teaching the visual and performing arts 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 the arts. 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 and performing arts instruction.

MTE 544 ~ ...................................................................... 3 credits

**Curriculum Constructs and Assessment: Secondary Mathematics**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 544CA ~ ............................................................... 3 credits

**Curriculum Constructs and Assessment: Secondary English/Language Arts**

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 546 ~ ...................................................................... 3 credits

**Curriculum Constructs 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 social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 546CA ~ ............................................................... 3 credits

**Curriculum Constructs and 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 547CA ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary History/ Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 548 ................................................................. 2 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 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 548CA ................................................................. 3 credits

Curriculum Constructs and 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 549 ................................................................. 2 credits

Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 550 ................................................................. 3 credits

Language Constructs and Assessment: Global Languages (CA only)
This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 551 ................................................................. 3 credits

Curriculum Constructs and Assessment: Physical Education (CA only)
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 552 ................................................................. 3 credits

Curriculum Constructs and Assessment: Reading Methods
This course focuses on the most current research, theory, and methods of teaching reading. Various instructional and assessment techniques are modeled. A practical application project is incorporated into the course requirements.

MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 554 ................................................................. 3 credits

Foundations of Instruction for Limited-English Proficient Students
This course introduces students to the historical, legal, and theoretical frameworks of education for second language learners. It also identifies effective instructional models and teaching practices and defines aspects of multicultural education that impact the development of programs for second language learners.

MTE 555 ................................................................. 3 credits

Linguistics
This course introduces students to the nature of language, how the brain processes language, and the role of language in society. It also addresses grammatical aspects of language such as morphology, syntax, semantics, phonetics, pragmatics, and writing development. Stages of language acquisition and bilingual development will be discussed.

MTE 556 ................................................................. 3 credits

Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ................................................................. 3 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 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.

MTE 560 CA ................................................................. 3 credits

**Curriculum Const & Assmt: Secondary Health Science**

This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 561 ................................................................. 3 credits

**Action Research**

This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MTE 561CA ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Business and Marketing**

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

MTE 591 ................................................................. 3 credits

**Student Teaching Seminar II**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on classroom experiences.

MTE 593 ................................................................. 3 credits

**Student Teaching Seminar III**

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program’s e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

MTH 506 ................................................................. 3 credits

**Methods of Teaching Mathematics**

This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.

MTH 520 ................................................................. 3 credits

**Curriculum Constructs and Assessment: Mathematics**

This course explores the mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of students by exploring current instructional theory, National Council of Teachers of Mathematics 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.

MTH 530 ................................................................. 3 credits

**Linear Algebra**

The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535 ................................................................................................. 3 credits

Geometry
This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 540 ................................................................................................. 3 credits

Statistics
This course surveys descriptive and inferential statistics with an emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MBA 500 ................................................................................................. 3 credits

Foundations of Problem-Based Learning
This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.

MBA 501 ................................................................................................. 3 credits

Managing the Business Enterprise
This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, organizational behavior, marketing, operations management, planning the organization’s future, and risk management.

MBA 503 ................................................................................................. 3 credits

Introduction to Finance and Accounting
This course introduces fundamental concepts of using accounting principles and financial tools and analysis for effective managerial decision making. Topics include the role of the financial manager in the organization, concepts and principles underlying financial accounting practices, financial statement analysis, and operational planning and budgeting.

MBA 510 ................................................................................................. 3 credits

Managerial Decision Making
This course introduces a practical, analytical approach to managerial decision making. Analytic thinking, systems thinking, and creative thinking will be employed in the context of a variety of business problems. Topics include decision-making models; dealing with the certain, the uncertain, and the unknowable; managing risk; sensitivity analysis; probabilistic decision models; survey design; and regression analysis.

MBA 520 ................................................................................................. 3 credits

Transformational Leadership
This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MBA 530 ................................................................................................. 3 credits

Human Capital Development
This course examines the role of the manager in developing human capital within the organization. Topics include theories on organizational behavior and individual motivation, skills gap analysis, alignment of staff capabilities with organizational needs, succession planning strategies, retention of innovative talent, motivation of mid-tier performers, human behavior, motivation and compensation systems, and future trends in human capital development.

MBA 540 ................................................................................................. 3 credits

Maximizing Shareholder Wealth
This course requires the manager to choose among financial alternatives to optimize shareholder value. Topics include understanding key cash flow drivers; working capital and asset management; evaluating short-term and long-term financing alternatives; aligning treasury functions with strategic objectives; valuing the corporation; capital budgeting; global finance strategies; and M&A and new venture finance strategies.

MBA 550 ................................................................................................. 3 credits

Resource Optimization
This course requires the manager to assess the financial health of the organization and allocate resources to optimize the organization’s performance. Topics include conducting business performance reviews, business process improvement and quality management, allocating resources based on market potential, alignment of working capital management with client services, optimizing supply chain processes, and achieving high asset productivity. Analytical tools used will include financial decision support models, cost analysis, forecasting, generic benchmarking, and productivity measurement.

MBA 560 ................................................................................................. 3 credits

Enterprise Risk
This course requires the manager to confront opportunities and constraints emanating from sources both external and internal to the organization. Topics include assessing enterprise risk; risk monitoring and reporting; mitigating risk in changing economic and regulatory environments; governance; compliance; managing audit functions and board relations; and ethical responsibilities to stakeholders in managing and reporting risk.

MBA 570 ................................................................................................. 3 credits

Sustainable Customer Relationships
This course develops the discipline of maintaining customer focus in highly diverse local and global markets. Topics include aligning customer needs with value propositions; identifying future growth opportunities; forecasting demand; new product development and design; strategic brand management; defending price margins; integrating the marketing mix across multiple channels; behavioral marketing; customer relationship management; reorienting organization
functions around customers; and integrating customer feedback loops into strategic planning activities.

MBAHR 591  .............................................................................. 3 credits

**Strategies for Competitive Advantage**

This course focuses on creating the value proposition as a driver of sustainable competitive advantage. Topics include translating key emerging trends into business opportunities; strategic challenges of global expansion; opportunities and constraints posed by regulatory change; competitor intelligence; scenario planning/planning for multiple futures; maximizing core business value; differentiating the value proposition; distribution channel development and integration; tailoring the value chain; building successful strategic alliances; and off-shoring models and approaches.

MBA 590  ................................................................................... 3 credits

**Strategic Implementation and Alignment**

This course emphasizes how managers lead the implementation of plans to get the job done. Topics include implementation and execution of plans; managing the organization as a portfolio of businesses; cross-functional reviews and coordination of operating strategies; ensuring strategic alignment of business unit objectives with organizational objectives; alignment of business unit tactics, infrastructure, and processes to strategic imperatives; adapting stakeholder relationships to changing strategic priorities; and best practices in project management.

MBAGM 591  ............................................................................ 3 credits

**Global Management Seminar in Decision Outcomes**

This seminar, which provides a forum for the study of global management through analyzing the complexities, exploiting the opportunities, and overcoming the impediments of conducting business globally. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem. They will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAGM 592  ............................................................................. 3 credits

**Human Resources Seminar in Decision Outcomes**

This course is the first of a two-part seminar, which provides a forum for the study of human resources through designing, implementing and evaluating human resources strategies and functions within organizations including recruitment/selection, retention, and employee development. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAHR 591  .............................................................................. 3 credits

**Marketing Seminar in Decision Outcomes**

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAHR/591. Upon completion of both seminars, students will be able to forecast, plan, and design strategies to recruit and select a qualified, diverse and competent workforce as well as evaluate workforce retention strategies, learning strategies and human resource strategies in alignment with organizational goals.

MBAMK 591  ............................................................................ 3 credits

**Marketing Seminar in Problem Solving**

This course is the first of a two-part seminar, which provides a forum for the study of marketing through analyzing opportunities within global, domestic, and electronic markets in order to develop, implement, and assess marketing strategies in alignment with organizational goals. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined marketing problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAMK 592  ............................................................................. 3 credits

**Technology Management Seminar in Problem Solving**

This course is the first of a two-part seminar, which provides a forum for the study of technology management through the identification, selection and utilization of technology in developing products and services. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBATM 591  .............................................................................. 3 credits

**Technology Management Seminar in Decision Outcomes**

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBATM/591. Upon completion of both seminars, students will be able to identify, select, and effectively utilize technology and project management techniques for technology projects that utilize technology as an infrastructure component. Students will evaluate and exploit current and future technology opportunities in a global business environment to maximize profitability.
MBAPA 591 ~ .................................................................3 credits

**Public Administration Seminar in Problem Solving**
This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAPA 592 ~ .................................................................3 credits

**Public Administration Seminar in Decision Outcomes**
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAPA/591. Upon completion of both seminars, students will understand how public administrators affect government fiscal decisions and the constraints influencing their own programs as well as developing and managing budgets for agencies, programs, and economic development.

MFCC 536 ~ .................................................................3 credits

**Child Therapy**
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.

MFCC 551 .................................................................3 credits

**Legal and Ethical Issues in Marriage and Family Therapy**
Legal and ethical responsibilities of the marriages and family counselor are emphasized. Codes of ethics and laws governing mental health professionals are used to interpret and act upon situations appropriately and effectively. Emphasis is given to principles governing clients rights, duty to warn and protect, dual relationships, and application in special situations and special populations.

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 family therapy in human systems. It teaches an integrative approach to assessment and diagnosis in family therapy with an emphasis on strategies for a wide range of populations and clinical problems. The course will introduce culture-specific interventions used for the treatment of culturally different families.

MFCC 562 ~ .................................................................3 credits

**Couples Counseling**
This course provides students with intensive skill building in working with couples using current developmental and systemic modes. The relationship between therapy, interventions, and treatment goals are addressed including communication strategies, managing stress and conflict, and effectively promoting decision-making and problem-solving strategies. Students have opportunities to practice and demonstrate these skills using culturally-diverse case studies.

MFCC 566 .................................................................3 credits

**Advanced Marriage and Family Therapy**
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 and those with special needs. Students will go through the process of working with a family, in role-play, from intake to termination, incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Therapeutic interventions for the complex families of today will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 597A/B/C ~ ..................................................3 credits each (9 total)

**Internship**
The internship is a 900-hour (minimum) clinical experience divided into two fifteen-week parts (A, B, C), and comprise Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.

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 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.

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-boarder
Negotiation, Power and Politics
This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing, and managing operations processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management, and total quality management. MGT 564 ~.................................3 credits

Operations Management
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. 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. MGT EM561 ~..................................................3 credits

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. MGT 572 .......................................................3 credits

Public Policy Planning and Implementation
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 public policy planning, policy evaluation, and stakeholder conflicts. MGT 573 ~..........................................................3 credits

Project Management in the Business Environment
This course develops the principles and techniques to plan, execute, and manage complex projects. Topics include workflow analysis, quality control, and performance evaluation. MGT 578 ~..........................................................3 credits

Strategy Formulation and Implementation
This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. MGT 582 ..........................................................3 credits

Public Administration Applied Project
This capstone course prepares students to improve existing policies. Students will evaluate existing policy and recommend improvements and recommend changes to improve efficiency and effectiveness. Other topics, at the state and local level, include policy creation, policy evaluation, and nontraditional/innovative solutions in the public sector. MGT 591 ~..........................................................3 credits

Seminar in Management
This seminar provides a forum for the study of Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem, drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of the change management project introduced in the first and second of the three specialization courses. 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. MGT 599 ~.................................3 credits

Cases in Decision Making
This is an integrative course and the capstone for the MBA. The outcome is for students to develop a portfolio of decision-making methodologies to solve problems that draw on a range of skills from the individual courses preceding it. Students will define and solve a business problem of their own choosing. MGT 711 ..........................................................3 credits

Strategic Opportunities in an Internet-Based Global Economy
This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business models and the macroeconomic environment that contributes to the success of business strategy. MGT 716 ..........................................................3 credits

Management Philosophies
Upon completion of this course, learners will be prepared to employ a research-based approach to investigate the body of knowledge relating to scientific management philosophies from their recorded origins to current day applications. Learners will analyze and evaluate the evolution of management theory within historical timeframes with incremental assessments of the success or failures to optimize resources to attain performance excellence in a customer-centered organization. MGT 721 ..........................................................3 credits

Managing the Risks in a Global Environment
This course evaluates alternative practices to manage risk in a global environment. Topics include measuring risk (economics, financial, political, etc.), creating tools to predict where to invest internationally, financial instruments of global investment, and techniques to mitigate risk. MGT 726 ..........................................................3 credits

Emerging Managerial Practices
Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches. MGT 736 ..........................................................3 credits

Contemporary Systems Management
Upon completion of this course, learners will be prepared to manage
and lead complex organizations through strategic decision making, resulting in business plans. Learners focus on extended systems and theoretical and practical frameworks for systematically managing organizations.

MGT TM562 ................................................................................... 3 credits

**Leveraging Technology in the Public Sector**

This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet & extranet, and data maintenance & retrieval.

MKT 544 ~ ................................................................. 3 credits

**Integrated Marketing Communications**

This course prepares students to apply integrated marketing communications as part of a strategy marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 551 ~ ................................................................. 3 credits

**Marketing Management**

This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy.

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 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 555 ~ ................................................................. 3 credits

**Marketing Research**

This course is designed to integrate theory and practice and develop students’ analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems.

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 EM571 ~ ................................................................. 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.

MKT 565 ~ ................................................................. 3 credits

**Marketing Strategy**

This course introduces the principles and tools for managers to apply in the development, implementation, and review of marketing strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.

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.

MKT 590 ~ ................................................................. 3 credits

**Marketing Capstone Course**

This is an integrative course and the capstone for the Marketing program. The outcome is for students to develop a portfolio of business solutions to marketing problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a marketing problem of their own choosing.

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.

MKT 711 ................................................................. 3 credits

**Marketing and Managing the Customer Relationship**

This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet-based customer information.
MKT GM571 ~ ................................................................. 3 credits

International Marketing
This course prepares students to apply international marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment presented across international borders. Topics include global market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT SB571 ~ ................................................................. 3 credits

Small Business Marketing
This course prepares students to apply marketing concepts to create sustainable customer value. Students learn to solve small business marketing problems in a collaborative environment. Students will also create business and ethical justifications for products that are technologically possible. Other topics include technology and market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT TM571 ~ ................................................................. 3 credits

Marketing High Technology Products
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Students will also create business and ethical justifications for products that are technologically possible. Other topics include technology and market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MMI 500 ~ ................................................................. 3 credits

Cross-Cultural Considerations for International Managers
This course develops knowledge and skills necessary for international managers to effectively deal with cross-cultural elements in the work environment. Emphasis is placed on the elements of culture and their impact on ethics and business management across cultures to maximize cross-cultural communication and enhance international business synergies.

MMI 510 ~ ................................................................. 3 credits

International Organizational Behavior
This course provides knowledge on the cultural and organizational behavior framework within cross-cultural business environments. Topics include organizational culture and behavior, cross-cultural teams, organizational design and development, cross-cultural strategic alliance, business negotiations in the cross-cultural environment, and managing change in the cross-cultural environment.

MMI 520 ~ ................................................................. 3 credits

International Human Resources Management
This course focuses on the human resources management challenges facing international employers. Topics include strategic human resource management, cross-cultural human resource management policies and practices, staffing practices, developing human resources, motivation, and winning strategies for effective leadership and management.

MMI 530 ~ ................................................................. 3 credits

International Law and Politics
This course explores the impact of legal and political systems on the management of international and global business. Topics include an introduction to the influence that political and legal systems have on conducting business; legal structures and government regulations; property, contract, and employment law; and how to manage the process of dispute resolution.

MMI 540 ~ ................................................................. 3 credits

International Economics, Trade, and Finance
This course explores the impact of the global trading system and world financial markets on the management of international business. Topics include the global trading system, world financial markets, foreign exchange mechanisms, exports, imports and countertrade, international economic integration, and international economic development.

MMI 550 ~ ................................................................. 3 credits

Country Analysis
This course develops the knowledge and skills necessary to analyze the business opportunities and risks associated with international investment, business development and operations. Upon completion, students will be prepared to recommend the suitability of doing business in a foreign country. Topics include country analysis models and techniques and the application of those models and techniques to areas of investment, business development and operations.

MMI 560 ~ ................................................................. 3 credits

Accounting and Finance Problem Solving
This course provides students with the knowledge of accounting principles and financial tools necessary for effective managerial decision making. Problem-solving topics include recognizing and minimizing the costs and risks posed by multinational operations; developing effective operational planning and capital budgeting processes; and managing more effectively a firm’s international investments, global financings, and risks.

MMI 570 ~ ................................................................. 3 credits

Strategy, Project Management, and Marketing Problem Solving
This course provides students with the knowledge of strategic planning, project management and marketing concepts and principles for effective managerial decision making. Problem-solving topics include developing and sustaining competitive advantage in the global framework, adapting vision and strategy to the changing nature of the international environment, maintaining customer focus in highly diverse local markets, and recognizing and capitalizing on opportunities in national markets for goods and services.

MMI 580 ~ ................................................................. 3 credits

Supply Chain Management Problem Solving
This course provides students with the knowledge of supply chain and operational management necessary for effective managerial decision making. Problem-solving topics include leveraging corporate resources on a worldwide basis to deliver goods and services to particular markets in a cost effective manner, aligning rapidly evolving information and communication technologies to corporate operating plans, and working effectively within the constraints imposed by a variety of host governments and business cultures.

MMPBL 500+ ............................................................. 3 credits

Foundations of Problem-Based Learning
This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.
MMPBL 501 ~ ......................................................... 3 credits
Forces Influencing Business in the 21st Century
This course introduces new graduate students to strategies for academic success within the University of Phoenix and explores issues and institutions that affect business outside the direct control of the organization. Topics include University of Phoenix Graduate School tools and competencies; written and verbal communication skills; an introduction to microeconomics and macroeconomics; legal, regulatory, political, and social environments; and environmental scanning.

MMPBL 502 ~ ......................................................... 3 credits
Managing the Business Enterprise
This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, organizational behavior, marketing, operations management, planning the organization’s future, and risk management.

MMPBL 503 ~ ......................................................... 3 credits
Introduction to Finance and Accounting
This course introduces fundamental concepts of using accounting principles and financial tools and analysis for effective managerial decision making. Topics include the role of the financial manager in the organization, concepts and principles underlying financial accounting practices, financial statement analysis, and operational planning and budgeting.

MMPBL 520 ~ ......................................................... 3 credits
Transformational Leadership
This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MMPBL 530 ~ ......................................................... 3 credits
Human Capital Development
This course examines the role of the manager in developing human capital within the organization. Topics include theories on organizational behavior and individual motivation, skills gap analysis, alignment of staff capabilities with organizational needs, succession planning strategies, retention of innovative talent, motivation of mid-tier performers, human behavior, motivation, and compensation systems, and future trends in human capital development.

MMPBL 540 ~ ......................................................... 3 credits
Conflict Management
This course prepares the manager to identify problems and opportunities arising from conflict among parties and stakeholders in organizations, to analyze those problems in detail, and to design and implement successful solutions to benefit from the opportunities and achieve the desired end state for the organization. Topics include the legal and regulatory environment of the employment relationship; the process of conflict and how it impacts organizations; and the application of negotiation, mediation, and other non-judicial dispute resolution techniques to resolve conflict to benefit the organization and stakeholders.

MMPBL 550 ~ ......................................................... 3 credits
Creativity, Innovation, and Organizational Design
This course examines the concepts of the learning organization, viewing learning from an individual and an organizational perspective, and provides students with insights as to how to use organizational development (OD) methods as a tool for problem solving and organizational intervention. Topics to be covered include the underlying theory, orientation, and application of key OD methods; the design and implementation of organizational interventions to move an organization from a current to a desired future state; and talent management.

MMPBL 560 ~ ......................................................... 3 credits
Managing in a Cross-Cultural Environment
This course introduces issues today’s managers face when dealing with a cross-cultural workforce and provides insight and tools that can be used to meet cross-cultural challenges in business. Topics include cross-cultural differences in decision making, the importance of cross-cultural awareness and training, implementation and measurement of diversification initiatives, organizational issues in the multicultural workplace, elements of culture, and management styles of global companies.

MMPBL 570 ~ ......................................................... 3 credits
Corporation Governance
This course introduces students to the principles of corporate governance and the role of the mid-level manager in ensuring that corporate governance processes are implemented and monitored. Topics to be covered include corporate governance principles, stakeholder and leadership considerations, the role of the mid-level manager in corporate governance, the role of ethics in the governance process, and tools for governance compliance and transparency.

MMPBL 580 ~ ......................................................... 3 credits
Marketing Management
This course examines the role and importance of marketing management in every organization competing in highly diverse local and global markets. Topics include aligning marketing with overall business strategy; assessment of internal and external environments; leveraging market research to understand customer needs and forecast demand; reorienting organization functions around customers; integrated marketing communications; and developing and measuring marketing plans.

MMPBL 590 ~ ......................................................... 3 credits
Strategies for Competitive Advantage
This course focuses on creating the value proposition as a driver of sustainable competitive advantage. Topics include translating key emerging trends into business opportunities; strategic challenges of global expansion; opportunities and constraints posed by regulatory change; competitor intelligence; scenario planning/planning for multiple futures; maximizing core business value; differentiating the value proposition; distribution channel development and integration; tailoring the value chain; building successful strategic alliances; and off-shoring models and approaches.

MMHRM 591 ~ ......................................................... 3 credits
Human Resources Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of human resources through designing, implementing and evaluating human resources strategies and functions within organizations including recruitment/selection, retention, and employee development. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

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MMHRM 592 ~ ................................................................. 3 credits
**Human Resources Seminar in Decision Outcomes**
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MMHRM/591. Upon completion of both seminars, students will be able to forecast, plan, and design strategies to recruit and select a qualified, diverse and competent workforce as well as evaluate workforce retention strategies, learning strategies and human resource strategies in alignment with organizational goals.

MMPA 591 ~ ........................................................................ 3 credits
**Public Administration Seminar in Problem Solving**
This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MMPA 592 ~ ........................................................................ 3 credits
**Public Administration Seminar in Decision Outcomes**
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MMHRM/591. Upon completion of both seminars, students will understand how public administrators affect government fiscal decisions and the constraints influencing their own programs as well as developing and managing budgets for agencies, programs, and economic development.

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 514 ~ ................................................................. 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 clients 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 56 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 524 ~ ................................................................. 5 credits
**Family I: 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 528 ~ ................................................................. 4 credits
**Family II: 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, episodic problems, and childbearing. Students develop a systematic approach to prenatal health care 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.

NRP 532 ~ ................................................................. 4 credits
**Preceptorship**
During the next 5 to 6 months, students will complete 368 hours of preceptorship clinical experience in a clinical setting. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that allows them to function upon completion of the preceptorship independently in the nurse practitioner role.

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 545 A/B ~ ......................................................... 3 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 551 ~ ................................................................. 1 credit
**Clinical Procedures**
This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be EKG, x-ray, and spirometry interpretation as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

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 life span. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, episodic problems, and childbearing. Students develop a systematic approach to prenatal health care 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.
NRP 565 ~ ................................................................. 4 credits

Preceptorship

This 460 hour precepted clinical course provides student 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

Networking Concepts

This course examines local area networks, wide area networks, enterprise wide networking, Internet, Intranets, topology mapping. Particular emphasis is placed on the selection of network solutions relative to business needs and emerging communication technology.

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.

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.

NRP 540 ~ ................................................................. 4 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 are emphasized. 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 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 as society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 544 ~ ................................................................. 3 credits

Population-Focused Health Care

Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NRP 554 A ~ ................................................................. 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 disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 554 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 genitourinary 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.

NUR 550 ~ ................................................................. 3 credits

Issues in Advanced Practice Nursing

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 551 ~ ................................................................. 1 credit

Clinical Procedures

This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be EKG, x-ray, and spirometry interpretation as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 560 ~ ................................................................. 4 credits

Management of Women's Health Issues

This course focuses on the issues and health concerns unique to women through the life span. Students will coordinate and complete a minimum of 45 hours with their assigned preceptor.

NRP 565 ~ ................................................................. 4 credits

Preceptorship

This 460 hour precepted clinical course provides student 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 587 ~ ................................................................. 3 credits

Leadership and Management in Nursing and Health Care

Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.
Theory Construction and Content Analysis

Learners will identify phenomena of interest, conduct a concept analysis, and develop components of a theoretical framework. NUR 703 ~ ................................................................. 3 credits

Theoretical Applications in Evidence-Based Practice

This course addresses decision-making processes using evidence-based data. This course examines midrange theories with application of theoretical frameworks to practice. Learners will demonstrate acquired competencies to generate research at the doctoral level by successfully completing a comprehensive paper based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application. NUR 721 ~ ................................................................. 3 credits

Components of Grant Writing

Learners will understand the process and application of developing research, educational, and service grants through the development of a proposal. Learners will examine the process of identifying funding sources. NUR 725 ~ ................................................................. 3 credits

Methods for Clinical Research

This course provides the methods necessary for conducting and analyzing clinical research and the application of scientific methods to a clinical problem. Professional standards for testing are reviewed and consulted at all phases of the course. Ethical issues in testing, integration of testing in the overall assessment process, and cultural fairness and bias in testing are explored. 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. OPS GM571 ~ ................................................................. 3 credits

International Operations Management

This course applies planning and controlling concepts to increase the value of the global supply chain. Students learn to evaluate and improve processes across international borders. Other topics include project tools, process selection and design, theory of constraints, project management and implementation, global capacity planning, lean production, global facility location, business forecasting, and logistics. OPS HC571 ~ ................................................................. 3 credits

Health Care 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. OPS TM571 ~ ................................................................. 3 credits

Operations Management in Technology

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in technology. Other topics include project tools, process selection and design, theory of constraints, project management and implementation, capacity planning, lean production, facility location, business forecasting, and resource management. ORG 502 ~ ................................................................. 3 credits

Human Relations and Organizational Behavior

This course examines human relations theory and practice through individual, group, and organizational performance. Topics include conflict resolution, managing change, workplace diversity, and assessing employee performance. 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. ORG 707 ~ ................................................................. 3 credits

Advanced Systems Thinking

With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.
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ORG 711 ........................................................................................................... 3 credits

21st Century Issues in Organizational Behavior I
This course evaluates research on issues that organizations face in optimizing their performance. Topics include how an organization “selects” the form that best fits its mission and culture, organizational learning, and inhibitors to performance.

ORG 714 ........................................................................................................... 3 credits

Organizational Theory and Design
The history of organizational theory and design, and the three primary theories used to study organizations - classical, neoclassical, and systems theory - and the application of each theory to modern organizations are examined. Additionally, this course focuses on design issues, including organizational, departmental, and job considerations. Finally, the course examines pressing issues for current organizations, including culture, innovation, and learning.

ORG 716 ........................................................................................................... 3 credits

21st Century Issues in Organizational Behavior II
This course continues research on issues that organizations face in optimizing their performance. Topics include how organizations develop a culture and set of political rules that define behavior within it, virtual teams, translating culture within a global organization, and conditions that predict success or failure for an organization that expands its mission.

ORG 721 ........................................................................................................... 3 credits

Organizational Theory and Design
Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

ORG 722 ........................................................................................................... 3 credits

21st Century Issues in Organizational Behavior II
This course continues research on issues that organizations face in optimizing their performance. Topics include how organizations develop a culture and set of political rules that define behavior within it, virtual teams, translating culture within a global organization, and conditions that predict success or failure for an organization that expands its mission.

ORG 726 ........................................................................................................... 3 credits

The Impact of Technology on Organizations
Upon completion of this course, learners will be prepared to evaluate the organizational relationship among technology, structure, and behavior. Additionally, learners will be prepared to balance the advantages and disadvantages of integrating technologies.

ORG 727 ........................................................................................................... 3 credits

Organizational Diagnosis and Intervention
Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.

ORG 730 ........................................................................................................... 3 credits

Organization Development
This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

PA 570 ........................................................................................................... 3 credits

Public Policy Analysis
This course addresses how public policy is formulated, implemented, and evaluated amid multiple and competing stakeholder interests. Topics include the philosophy of public service, policy development, policy management and execution, establishing and measuring win-win criteria for policy success, constituency and stakeholder relations, interagency interaction and collaboration, media relations, and effective communication throughout the public policy process. Students will begin to develop a master’s project, which will be presented in the final specialization course.

PA 580 ........................................................................................................... 3 credits

Public Financial Management and Budgeting
This course focuses on how public administrators can both understand and affect government fiscal decisions, as well as understand the constraints influencing their own programs. Emphasis will be placed upon developing and managing budgets for agencies, programs, and economic development. Topics include expenditure and revenue sources, taxation analysis, resources allocation, intergovernmental fiscal coordination, debt financing, allocating resources in the community, assessing the financial health of the organization, developing remedies for financial problems, the implications of budgeting on stakeholder relations, and current issues in government fiscal management. Students will continue to work on their master’s project, which will be presented in the final specialization course.

PA 591 ........................................................................................................... 3 credits

Seminar in Public Administration
This course examines the challenge of leadership and quality management in the public organization in the context of limited resources and competing agendas. Topics include organization and leadership theory within public bureaucracies, the political control of public organizations, creating winning organizational cultures, managing across different employee groups, management under financial and non-financial constraints, negotiation, conflict management, team building, motivation and compensation, and the ethical challenges of public service. The principle outcome of the seminar will be the completion of a master’s project introduced in the first of the three specialization courses.

PHL 700R ...................................................................................................... 3 credits

Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

PHL 713 ...................................................................................................... 3 credits

Philosophy of Education
Why educate? This course will commence with basic questions that underlie the purposes of formal and non-formal education. Global perspectives on values, beliefs, cultural referents, and goals of education will be examined from ancient days through current theorists. The course will culminate with the student’s developing a personal philosophy of education that emerges from the study of various philosophies, both formal and non-formal.

PHL 716 ...................................................................................................... 3 credits

Knowledge of Theory and Practice
Upon completion of this course, learners will understand the pur-
pose of inquiry and the wide spectrum of intellectual resources. Learners will clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge. The course provides an overview of the various theoretical frameworks for examining the nature of knowledge and cognition and the applications of knowledge as manifested in various fields of human endeavor. It will orient learners toward identifying their true goals in pursuing the doctoral program, as well as the methods by which they may achieve these goals.

PHL 717 ~ Constructing Meaning 3 credits
The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

PHL 736 ~ Political Acumen and Ethics 3 credits
Leaders influence organizational commitment toward proactively addressing risk factors as well as legal, regulatory, and governmental requirements. Topics include public responsibility, organizational community involvement, and attaining and maintaining American corporation ethical standards in local and global environments.

PM 571 ~ Project Management 3 credits
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 ~ Project Leadership 3 credits
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 ~ Project Risk Management 3 credits
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 ~ Project Quality Management 3 credits
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 ~ Project Management Capstone 3 credits
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.

PSYCH 500 ~ Lifespan Development 3 credits
This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development across the life span. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.

PSYCH 504 ~ Personality Theories 3 credits
This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems and the underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives. Students also learn to recognize strategies and approaches in psychology that reflect identified personality theories as a foundation.

PSYCH 515 ~ Advanced Abnormal Psychology 3 credits
This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology.

PSYCH 525 ~ Measurements and Statistics 3 credits
This course provides students with a foundation in statistical methods and principles of measurement and assessment necessary for competency in research, evaluation, and treatment planning for professional psychology practice applications. Students learn statistical models, procedures, and measurement practices that are relevant to the mastery of examination procedures in psycho-educational assessment, organizational assessment, and clinical examinations that use standardized testing instruments, criterion based assessments, and the Diagnostic and Statistical Manual of Mental Disorders (DSM).

PSYCH 535 ~ Multicultural Psychology 3 credits
This course provides students with an in depth focus on cultural factors and cross-cultural perspectives in the field of psychology. Students learn to identify and consider cultural variables in the application of psychological theories and practices. Multicultural issues and valued diversity are the main content focus throughout the course.

PSYCH 538 ~ Lifespan Development and Learning 3 credits
This course integrates learning theories and principles with advanced study of early childhood, elementary, middle, high school development, and adult learning in relation to educational practice.
Perspectives on behaviorism and cognitive and social learning are explored in the context of their practical application by the professional in the classroom.

**PSYCH 540** ................................................................. 3 credits

**Research Methodology**

This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students become critical evaluators of research, with emphasis placed on engaging the students in analytical reading of research literature in psychology and the application of skills in conducting primary behavioral research.

**PSYCH 545** ................................................................. 3 credits

**Survey of Professional Psychology**

This course surveys various professional activities in psychology and the legal and ethical responsibilities of the psychology professional. Students learn underlying ethical principles relevant to a broad range of issues in the field of psychology, as well as to interpret and act upon various situations appropriately and effectively. Content includes issues such as subject and client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

**PSYCH 550** ................................................................. 3 credits

**Psychology of Learning**

This course examines major theories of learning with relevance to instrumental and classical (Pavlovian) conditioning, cognitive learning processes, motivation, affect, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis on human learning from both behavioral and cognitive perspectives.

**PSYCH 555** ................................................................. 3 credits

**Social Psychology**

This course covers the basic theoretical foundations and recurrent themes in social psychology, including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations. Emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.

**PSYCH 560** ................................................................. 3 credits

**Cognitive Psychology**

This course surveys what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and the processes and pathologies of language and thought. Cognitive models of information processing in humans and animals are reviewed.

**PSYCH 570** ................................................................. 3 credits

**Organizational Psychology**

This course is an in-depth look at organizational psychology and therefore covers the organizational side of the field, including the impact of the organizations on the individual and on groups of individuals. The dynamics and cultural characteristics of organizations are identified and described in-depth, and organizational development and change are given particular emphasis as well.

**PSYCH 575** ................................................................. 3 credits

**Physiological Psychology**

This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to psychological processes of sensation, drive, emotion, learning, and memory.

**PSYCH 700** ................................................................. 3 credits

**Introduction to I/O**

This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

**PSYCH 701** ................................................................. 3 credits

**History and Systems of Psychology**

In this course learners examine the history of and different systems in psychology, the development of the discipline of psychology, and key factors that guided its evolution into present form. Different aspects of natural science, including rational and paradigmatic approaches, and how these aspects relate to social science are also examined.

**PSYCH 702** ................................................................. 3 credits

**Social Psychology**

This course covers the basic theoretical foundations and recurrent themes in social psychology (including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations). The emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.

**PSYCH 703** ................................................................. 3 credits

**Personality Theories**

This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and humanistic theories. Emphasis is on the importance of learners recognizing belief systems and underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives and to recognize strategies and approaches in psychology that reflect identified personality theories as foundation.

**PSYCH 704** ................................................................. 3 credits

**Current and Future Topics**

Learners explore current issues facing the I/O professional, such as stress and conflict in the workplace, the impact of technology on employee morale, changing dynamics of the employee, and socioeconomic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.

**PSYCH 705** ................................................................. 3 credits

**Personnel Psychology**

Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral
problems or issues in the workplace.

PSYCH 706 ~ ............................................................................... 3 credits

Human Performance, Assessment, and Feedback
This course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization’s mission.

PSYCH 707 ~ ............................................................................... 3 credits

Leadership Theory and Management Theory
Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.

PSYCH 708 ~ ............................................................................... 3 credits

Work Motivation and Job attitudes
This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.

PSYCH 709 ~ ............................................................................... 3 credits

Ethical, Legal, and Professional Contexts of I-O Psychology
Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710 ~ ............................................................................... 1 credit

Master’s Project
The Master’s Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.

PSYCH 720R ~ ............................................................................... 3 credits

Dissertation Process
The purpose of this exam is for learners to demonstrate that they have acquired the requisite competencies to generate research at the doctoral level by successfully completing two comprehensive papers based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

QNT 530 ~ ................................................................................... 3 credits

Statistics and Research Methods for Managerial Decisions
This course focuses on the role of statistics and business research as tools for the manager to use when making planning and operating decisions. The course prepares the manager to be a critical consumer of statistics capable of assessing the validity and reliability of statistics and business research prepared for the manager’s use. Topics include research design and data collection, survey design and sampling theory, probability theory, hypothesis testing, and research reporting and evaluating.

QNT 531 ~ ................................................................................... 3 credits

Advanced Problems in Statistics and Research Methods
This course extends the competencies developed in QNT 530 by introducing additional research methods and tools of statistical analyses, with the emphasis on case study and data analyses to further develop evaluative abilities in managerial decision making. Topics include analysis of variance, regression, non-parametric statistics, and time series and forecasting.
QNT 540 ~ ................................................................................... 3 credits
Research and Ethics in E-Education
This course is an overview of the fundamentals of research and statistics. It is designed to provide students with the basic knowledge and skills needed to be successful in graduate level studies. Ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, and confidentiality are addressed. Students will examine the issues of information and intellectual property, privacy issues in a digital environment and the relationship of individual, governmental and societal concerns in an ever advancing and changing electronic community.

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.

QNT 562 ................................................................................... 3 credits
Data Analysis for Public Policy and Management
This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will design research instruments and collect data to measure and analyze effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pre-testing, post testing, correlation, and forecasting.

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.

QNT 575 ~ ................................................................................... 2 credits
Measurement, Evaluation and Ethics in Research
In this course, the purpose of statistics as applied to educational research is introduced, inferential and descriptive measures are examined, and methods for evaluating and analyzing data are discussed. Students identify ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, confidentiality, and research using human subjects. Students are required to synthesize information presented in this class appropriately addressing each element in their individual action research projects.

QNT HC561 ~ ................................................................................... 3 credits
Applied Research and Statistics in Health Care
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.

QNT TM561 ~ ................................................................................... 3 credits
Research and Statistics for Process Control
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.

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.

RDG 500 ....................................................................................... 3 credits
Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

RDG 530 ....................................................................................... 4 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 530CA ................................................................................... 4 credits
Curriculum Constructs and 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.

RDG 530FE ................................................................................... 1 credit
Reading Field Experience
Students will complete reading field experience activities.

RDG 531 ....................................................................................... 3 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating
instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

RDG 535 ................................................................. 3 credits

Remediation and Diagnosis of Reading Difficulties
This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

RDG 542 ..................................................................................... 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching reading at the secondary level. Various instructional assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

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.

RDG 542FE ........................................................................... 1 credit

Reading Field Experience
Students will complete reading field experience activities.

RES 562 ..................................................................................... 3 credits

Policy and Program Evaluation
This course prepares students to apply techniques to evaluate public sector programs. Students will evaluate policy alternatives using analytical tools. Other topics, at the state and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication.

RES 708 ..................................................................................... 3 credits

Applied Research in Higher Education Administration
In this advanced research course, learners analyze and create data presentation strategies that translate complex research finding into actionable policy decisions. Building on their practical knowledge of research methodologies, learners study the conceptual aspects of research and the ways in which these aspects aid in the production of meaningful change within educational institutions.

RES 711 ..................................................................................... 3 credits

Fundamental Principles of Sound Research
This course surveys a broad range of quantitative and qualitative research methodologies to prepare learners to apply them to a variety of research questions. Topics include an overview of the research process, developing problem statements, framing research questions, conducting a literature review (with an emphasis on reading and evaluating existing research), and plagiarism.

RES 714 ..................................................................................... 3 credits

Quantitative Methods and Statistical Analyses
This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and analysis will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.

RES 715 ..................................................................................... 3 credits

Qualitative Methods
This course is designed to provide students with an overview of qualitative research approaches and their application to work in higher education. Various methods for data collection and analyses will be discussed including: ethnography, grounded theory, case studies, discourse analysis, and phenomenology.

RES 721 ..................................................................................... 3 credits

Research Methods II
This research methods course is designed to transition learners from their research questions to selection and refinement of the specific methodology they will employ in their dissertation.

RES 722 ..................................................................................... 3 credits

Research Design
How to apply methods of research an statistics to your proposal are identified. Writing the prospectus, collecting and analyzing data, as well as posing research questions are the focus of this course. Emphasis is placed on University of Phoenix dissertation models.

RES 731 ..................................................................................... 3 credits

Research Methods and Statistics in I/O (I)
This course provides learners with a foundation in the design of psychological research. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 732 ..................................................................................... 3 credits

Research Methods and Statistics in I/O (II)
This course builds on the material covered in Research Methods and Statistics I by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods.

RES 733 ..................................................................................... 3 credits

Criterion Development, Performance evaluation, and Appraisal
This course focuses on key issues related to the development of measurement criterion in organizations. Theoretical and practical issues related to performance evaluation and appraisal are also discussed.

RES 741 ..................................................................................... 3 credits

Testing and Measurement
A comprehensive examination of the psychometric procedures used to develop and validate educational and psychological instruments is the focus of this course. Building upon Research Methods and Statistics I, this course will discuss norms, standardized samples, reliability, validity, proper interpretation of test scores, and the steps in test development. Descriptive statistical procedures are briefly reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. Professional standards for testing are reviewed at all phases of the course.

RES 750 ..................................................................................... 3 credits

Approaches to Research: Quantitative/Qualitative I
This course surveys a broad range of quantitative and qualitative
research methodologies to prepare learners to apply them to a variety of research questions. Topics include development of problem statements, purpose statements, research questions, and hypotheses; conducting a literature review (with an emphasis on reading and evaluating existing research) and ensuring originality of the contribution; and creating an initial research proposal for each of the three research topics identified during PSY/720R.

RES 751 ~ ................................................................. 3 credits

Approaches to Research: Quantitative/Qualitative II
Learners evaluate the three research topics developed during RES/750, determine which topic is the most effective and feasible to study, and continue refining the selected topic while learning about advanced qualitative, and quantitative issues (i.e., phenomenology, grounded emergence theory, critical theory, etc.).

RES 752 ~ ................................................................. 3 credits

Research Constructs and Design
This course requires learners to synthesize the cumulative knowledge gained from the previous three courses in order to develop an initial working draft of the dissertation concept paper.

RES 760 ~ ................................................................. 3 credits

Measurement of Constructs
The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation topics and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.

RES 760R ................................................................. 3 credits

Consulting Processes in I/O
This course focuses on statistical approaches that simultaneously examine multiple variables. Learners will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and structural equation modeling.

RES 770 ~ ................................................................. 3 credits

PSYCHOMETRICS
Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.

SEC 518 ~ ................................................................. 2 credits

Secondary Student Teaching Seminar I: The Professional Educator
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

SEC 519 ........................................................................... 4 credits

Secondary Student Teaching Part A
This course focuses on the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

SEC 520 ........................................................................... 4 credits

Secondary Student Teaching Part B
This course focuses on the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

Secondary Student Teaching Part C
This course focuses on the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
forum for open discussion and problem solving based on classroom experiences.

SEC 594 ~ ................................................................. 3 credits

Secondary Student Teaching Seminar III
This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program’s e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

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

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

SEI 501 ................................................................. 3 credits

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

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

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

SEM 700R ~ ................................................................. 0 credits

Doctoral Program Orientation Seminar
Upon completion of this course, learners will have a stronger understanding of the scholar/practitioner/leader model and their doctoral program of study. The doctoral orientation seminar includes scholarly communication skills and the purpose and structure of the doctoral dissertation.

SOC 721 ~ ................................................................. 3 credits

Social, Political, & Ethical Aspects of Higher Education
Learners will undertake research into the intertwined aspects of social and political constructs as they impact ethical decision-making in higher education administration. Stakeholders, economics, political agendas, beliefs, values, cultures, and religions will be examined within a framework of ethical theories of problem-solving and resolution strategies. Students will conclude the course with a personal assessment of ethical philosophy as it applies to the realm of higher education.

SPAN 502 ................................................................. 3 credits

Spanish for Educators, Part I
This beginning Spanish language course introduces learners to simple grammar and appreciation of the Hispanic culture. The course specifically focuses on educators who are becoming Spanish-language learners and need to communicate with English Language Learners (ELLs) and their parents. The focus will be on real-life situations, the classroom, and school terminology.

SPE 504 ................................................................. 3 credits

Orientation To The Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 506 ................................................................. 3 credits

Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, institutional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communications through consultation and collaboration and professional/ethical practices are also considered.

SPE 511 ................................................................. 3 credits

Special Education Assessment & Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

SPE 512 ................................................................. 3 credits

Special Education Assessment & Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

SPE 513 ................................................................. 3 credits

Orientation to the Exceptional Child
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws
and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 514 ~ 2 credits

**Survey of Special Populations**
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 514CA ~ 2 credits

**Special Education Field Experience**
Students will complete special education field experience activities. SPE 521 ~ 3 credits

**Characteristics of Learning Disabilities**
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 531 ~ 3 credits

**Characteristics of MR & Developmental Disabilities**
This course examines issues related to the instruction of students with mental retardation and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with mental retardation and developmental disabilities.

SPE 537 ~ 3 credits

**Characteristics of Learning Disabilities**
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ~ 3 credits

**Characteristics of Emotional & Behavioral Disabilities**
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 548 ~ 2 credits

**Special Education Student Teaching: Cross-Categorical, Seminar I**
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their e-portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

SPE 556 ~ 3 credits

**Characteristics of Physical & Health Disabilities**
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 575 ~ 3 credits

**Inclusion Strategies of the Special Educator**
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 579 ~ 3 credits

**Special Education Student Teaching: Cross-Categorical, Seminar II**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 583 ~ 3 credits

**Special Education Student Teaching: Cross-Categorical, Seminar III**
This course will focus on the design and implementation of the Teacher Work Sample. It provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 585 ~ 3 credits

**Collaboration with Families of Students with Disabilities**
This course focuses on the interrelationships of varied services for
students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships. SPE 558 .................................................. 3 credits

**Transition Planning for Adolescents with Disabilities**
This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.

STR 575 ................................................................. 3 credits

**Strategic Marketing**
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.

SPE 588 ................................................................. 4 credits

**Special Education 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 school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 589 ................................................................. 4 credits

**Special Education Student Teaching: Cross-Categorical, Part B**
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 590 ................................................................. 3 credits

**Characteristics of Exceptionalities**
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

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.

STR GM581 ...................................................... 3 credits

**International Strategic Planning and Implementation**
This capstone course integrates international concepts from all prior courses in the program. Students apply the concepts of internationalizing strategic planning and implementation to create sustainable competitive advantage for an organization presented across borders. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, and direct foreign investment.

STR SB581 ......................................................... 3 credits

**Implementing Business Strategy**
This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to develop a business plan for a small or start-up business. Other topics include environmental scanning, strategic analysis, social responsibility, implementation, evaluation, and risk management.

~STR EM581 ......................................................... 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.

STR TM581 ......................................................... 3 credits

**Strategic Planning and Implementation in a Technological Environment**
This content area capstone 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 a technical organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, portfolio management, and the business case for commercializing technology.

SYS 540 ............................................................. 3 credits

**Systems Thinking and Performance Measurement**
This course is designed to create an awareness of systems thinking in a way that guides and influences the optimization of organizations. Students will learn how to analyze relevant data and apply performance measurement tools as a means to improve organizational performance. Topics include introduction of system thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation; decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement. TMGT 510 .............................................. 3 credits

**Project Management in the Technological Environment**
This course presents project management concepts, methodologies, and tools that assist in effectively managing complex, inter-functional technology development projects and programs. The course examines the need for leadership, teamwork, and organizational skills. Important performance parameters for planning, cost control, scheduling, and productivity are introduced and accompanied with discussions on traditional and information tools and systems.

A-99
Management of R&D and Innovation Processes
This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It casts the Research and Development (R&D) Manager into the strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace.

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 a global business to meet the goals of the strategic plan.

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.

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.

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.
PROFESSIONAL PROGRAMS

Courses are listed alpha numerically based on the academic discipline prefix.

Each course description is followed by the number of credits the course carries, and the general education area it may satisfy.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 529 ~ ................................................................. 3 credits

**Accounting for Managerial Decision Making**
This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include balance sheet, income statement, statement of cash flows, financial statement analysis, and internal analysis techniques.

ACC 563 ~ ................................................................. 3 credits

**Advanced Accounting Information Systems**
This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to transactional cycles and internal control structures. Topics covered include software development life cycles, contemporary technologies and applications, control concepts and procedures, auditing of information systems, Internets, Intranets, electronic commerce, and the role of information systems in business enterprises.

ACC 573 ~ ................................................................. 3 credits

**Advanced Cost Accounting**
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 583 ~ ................................................................. 3 credits

**Advanced Corporate Income Tax**
This course presents the aspects of the formation, reorganization, and liquidation of corporations and the impact on shareholders. Taxation issues involved in the partnerships, corporations, and S Corporations are examined, as well as estate and gift taxes, basic tax planning, and research.

ACC 593 ~ ................................................................. 3 credits

**Accounting Theory**
This course focuses on the accounting conceptual framework, accounting concepts, standard setting measurement and recognition issues, and characteristics of accounting information.

ACC 594 ~ ................................................................. 3 credits

**Accounting Capstone Course**
This course is an exercise in practical, professional management decision-making and analysis and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with ethical and legal considerations. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the accounting curriculum and apply them toward the development of recommended solutions for specific managerial situations found within organizations in the business environment.

CCP 300 ........................................................................................................ 3 credits

**Call Center Management Overview and Applications**
This course provides an overview of the business of call centers. Areas of emphasis include operations, people, customer relationships, leadership, and business management.

CCP 301 ~ ........................................................................................................ 3 credits

**Strategies for Managing Call Center Personnel**
This course exposes students to all aspects of staff planning and development in a call center environment. Areas examined include recruitment, training, motivational strategies, labor regulations, human resource practices, and personnel performance management.

CCP 302 ~ ........................................................................................................ 3 credits

**Call Center Operations Management I**
This course is the first in a two-part call center operations management series that concentrates on call center development, resource planning, and resource management. Students are guided through the complex process of operational planning in the call center environment. Areas of emphasis include operational elements, organizational structures, roles and responsibilities, and workforce planning and design.

CCP 303 ~ ........................................................................................................ 3 credits

**Call Center Operations Management II**
This course is the second in a two-part series that concentrates on call center operations management. Students explore topics such as call center delivery technologies, management tools, performance measurements, performance communications plans, and risk management. Successful completion of both operations management courses assists students in anticipating the needs of and developing operational plans for call centers.

CCP 304 ........................................................................................................ 3 credits

**Leveraging Customer Relationships**
This course focuses on leveraging customer relationships in a call center environment. Students examine customer relationship management strategies, tools, tactics, technologies, and applications.

CCP 305 ~ ........................................................................................................ 3 credits

**Strategic Call Center Thinking**
This call center management capstone course is designed to inspire call center professionals to develop an in-depth understanding of call center operations. Students are given the opportunity to utilize project management skills in the development of call center audits and strategies to improve overall operational and financial performance.

CDMCE 1010 ............................................................................................ 2 CEU

**Configuration/Data Management Introduction (20hrs)**
This course discusses the history and certification options of Configuration/Data Management (CM/DM). Participants will review the six interrelated CM processes, CM/DM planning activities, product's life cycle, and CM processes.

CDMCE 1020 ............................................................................................ 0 CEU

**Configuration/Data Management Exam course (1hr)**
This is a one-week exam course assessing students on material from CDMCE 1010

CDMCE 1030 ............................................................................................ 2 CEU

**Configuration Identification (20hrs)**
This course is an overview of Configuration Identification. Partici-
Pants will review current methods for configuration identification of hardware and software, labeling, status accounting, current CM Tools and baselines.

CDME 1040 ................................................................. 0 CEU

Configuration Identification Exam (1hr)
This course will be a 1 week This is a one-week exam course assessing students on material from CDME 1030
CDME 1050 ................................................................................. 2 CEU

Configuration Change Management (20hrs)
This course examines the Configuration Change Management Process. Participants will review how a change is evaluated and approved. Configuration status accounting and verification of the product will be examined.
CDME 1060 ................................................................. 0 CEU

Configuration Change Management Exam (1hr)
This is a one-week exam course assessing students on material from CDME 1050
CDME 1070 ................................................................................. 2 CEU

Data Management (20hrs)
This course focuses on Data management. Participants will review the history of data management, how to plan for data management activities, and the identification of data management activities.
CDME 1080 ................................................................................. 0 CEU

Data Management Exam (1hr)
This is a one-week exam course assessing students on material from CDME 1070
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. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.
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.
CMGT 432 ~ ................................................................................... 3 credits

Introduction to Cryptography
This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today’s information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.
CMGT 440 ~ ................................................................................... 3 credits

Introduction to Information Systems Security
This course introduces security principles and 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 information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available 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 information systems.
COM 515 ................................................................................... 1 credit

Managerial Communication
This course provides new graduate students with an introduction to the graduate-level program and strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication and resources; individual and group presentation techniques; electronic research resources; introduction to the purpose and uses of the electronic portfolio, critical thinking, stress, and time management, and Learning Team processes.
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 Learning Team processes.
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.
Foundations of Curriculum and Instruction

CUR 558 ~ ................................................................. 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 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 the 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.

EDBA 520 ~ .............................................................. 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 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 the 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.

EDBA 520 ~ .............................................................. 3 credits

Business and Facilities Management

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.

EDA 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.

EDA 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.

EDA 538 ~ ............................................................................... 3 credits

**Education Finance and Budgeting**

This course examines the concepts and theories that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. The practical application of these concepts and theories will be experienced in the development of district/school budget planning and development.

EDA 545 ~ ............................................................................... 3 credits

**School Law for Educators**

This course allows students to examine legal theory and practice in 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 practice.

EDA 550 ~ ............................................................................... 3 credits

**Human Resources Management in Education**

This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resources department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, collective bargaining, staff development, and evaluation of personnel and their legal implications are emphasized.

EDA 554 ~ ............................................................................... 3 credits

**Instructional Program Management and Evaluation**

This course is designed to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, data-driven institutional improvement, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning.

EDA 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.

EDA 560 .......................................................... 3 credits

**Human Resources Management in Education**

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.

EDA 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, it focuses on the equitable participation of students, families, teachers, and staff 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.

EDA 591A .......................................................... 1 credit

**Principal Internship Part I: Instructional Leadership**

This internship 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.

EDA 591B .......................................................... 1 credit

**Principal Internship Part II: Organizational Management**

This internship 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.

EDA 591C .......................................................... 1 credit

**Principal Internship Part III: Community and Media Relations**

This internship 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.

EDA 590A/B/C .................................................. 1 credit each (3 total)

**Administrative Internship**

The internship experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.

EDA 564 .......................................................... 3 credits

**The Role and Functions of the Principal**

This course examines the roles and functions of the principalship and explores educational leadership. Research, theory, and systemic change are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century.

EDD 520 .......................................................... 3 credits

**Critical Issues in Education**

This course is designed to allow students to explore current educational issues and innovations in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today’s society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and moral education are discussed in relation to schooling.

EDU 574 .......................................................... 3 credits

**Assessment and Evaluation**

This course evaluates basic test terminology, instructional planning, the evaluation of student objectives, selection of tests for performance outcomes, lesson plan evaluation, exceptional students and the referral process.
Applications of Multimedia and Web Page Design
This course gives students the opportunity to design and create Web pages and multimedia. The focus is on the importance of planning, principles of good Web-page design, the elements of multimedia, and the integration of multimedia. The appropriate use of Web pages and multimedia will be analyzed. The multimedia project team in instructional design is emphasized.

EDTC 570 ................................................. 3 credits

Courseware Authoring
This course examines the processes and approaches using courseware to design and develop learning objects. This course will focus on the systematic processes and techniques of computer-mediated instruction that include analysis, design, development, implementation, and assessment.
EDTC 560 ................................................. 3 credits

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.
EDTC 540 ................................................. 3 credits

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.
EDTC 506 ................................................. 3 credits

Understanding Language Acquisition and Cognition
This course examines language structure and use, second language acquisition theories, and the nature of cognitive and effective 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.
EDTC 535 ................................................. 3 credits

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.
EDTC 525 ................................................. 3 credits

Elementary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
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.
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 socio-cultural forces, cultural analysis, communication strategies, human resource 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 organization, 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 strategic choices, strategy selection, implementation, and control issues, portfolio management, and case analysis.
GMGT 550 ................................................. 3 credits

Global Management Capstone Course
This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world.
HCS 504 .................................................. 3 credits

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.
HCI 500 ~ ................................................................. 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.

HCI 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 phase 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 healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

HCI 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.

HCI 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 affect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCI 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.

HCI 565 ~ ................................................................. 3 credits

Organization and Management of Aging Services
This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.

HIS 500 ................................................................. 1 credit

Arizona Constitution
This course provides an overview of Arizona history and its constitution from pre-territorial days to the present. The focus is on learning the original intent and current impact of the Arizona constitution.

HRM 422 ................................................................. 3 credits

Employment Practices
This course addresses the complex roles and practices of human resource professionals as strategic partners in realizing the organization’s objectives for market performance and productivity. The topics provide a foundation in important techniques and practices that are critical for effective HR initiatives and performance of the firm in the areas of human resource planning, testing, staffing, managing separations, and HR and technology.

HRM 424 ~ ................................................................. 3 credits

Compensation
This course prepares the student in basic compensation design and decision-making required for planning, developing, and administering compensation programs that are compliant with government laws and regulations.

HRM 425 ~ ................................................................. 3 credits

Benefits, Safety, and Health
This course examines the roles of governments and employers in providing retirement, health, and safety programs for employees’ security and well being. Basic types of retirement and medical plans are compared and contrasted. Current trends in legislation and in life, health, and retirement plans are reviewed. Throughout the course, students are given opportunities to practice the selection of employee benefits with the objective of helping to meet corporate goals.

HRM 426 ~ ................................................................. 3 credits

Employee Development
This course addresses the dynamic and broad range of issues requisite for managers and human resource professionals to make training a strategic factor in organizational success. Coverage includes general information on the mission and challenges facing training managers. Managing the training function, conducting needs analyses, instructional design, the impact of technology on training delivery, job skills for trainers, and future trends in training are covered.

HRM 427 ~ ................................................................. 3 credits

Critical Issues in Human Resource Management
This course focuses on five key issues that present the greatest opportunities and challenges for HR professionals today and examines the implications of the issues in policy formulation and program development. The course explores ways to realign HR and to explain the professional competencies needed to take a leadership role in realizing organizational change. It examines the opportunities and benefits of planning for and managing a diverse workforce, and defines the role of HR in transition to and in managing in a team environment. This course also evaluates ways to design and implement alternative work schedules, and provides information on the Human Resource Certification Institute’s exam and code of ethics.

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.

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HRM 555 ~................................................................. 3 credits

**Human Resource Management**

This course examines the evolving human resources function within today’s organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources.

HRM 556 ~................................................................. 3 credits

**Employee Motivation and Compensation**

This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior, human motivation, and types of reward systems; the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends.

HRM 590 ~................................................................. 3 credits

**The Human Resources Capstone**

This is an integrative course and the capstone for the Human Resources Management program. The outcome is for students to develop business solutions to human resources problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a human resources problem of their own choosing.

INT 617 ................................................................. 4 credits

**Survey of Marketing and Strategy Planning Concepts**

This course is designed to introduce the student to the dynamic nature of contemporary marketing and business strategy as a combined topic. The course stresses a need to understand basic marketing and strategy concepts, and to be able to apply them to solve real world business problems in the development, implementation, and reformulation of business strategy. The course accentuates the need for awareness of, and accommodation to, change in a company’s internal and external environments, with particular focus on the needs of the customer. Generic types of business strategies and techniques for analyzing strategies are also covered. Marketing plans, with specific emphasis on marketing mix considerations are explored.

LAW 530 ~................................................................. 3 credits

**Legal Issues in the Workplace**

This course provides an overview of federal, state, and local regulation of the employer-employee relationship. Topics include employer-employee relationships, employment discrimination law overview and applications, labor relations law, discipline and termination processes, and contemporary issues.

MDT 400.1 ................................................................. 3 credits

**Introduction to Mediation**

The introductory ten workshop course is designed to meet educational criteria for the practice of mediation and includes an overview of mediation practice and practice in essential skills of mediation. Students will learn how to approach conflict with a "mediation mind set" along with the skills required to maintain objectivity as a neutral facilitator to the mediation process. The course will combine lecture with a variety of application exercises in dyads and small groups, including mediation role plays.

MGT 578 ~................................................................. 3 credits

**Strategy Formulation and Implementation**

This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.

MGT 600 ................................................................. 3 credits

**Ergonomics/Human Factors**

This course provides an overview of the field of Ergonomics and provides numerous examples to show the settings that can be improved in manufacturing and in the office. Students will learn how to design products and works areas to fit the user.

MGT 601 ................................................................. 3 credits

**System Safety**

A course in quantitative and qualitative methods for safety analysis of systems, processes, equipment and other entities. Topics will include hazard analysis, fault tree analysis, behavior justification, HAZOP and PROCESS SAFETY analysis.

MGT 602 ................................................................. 3 credits

**Environmental Program Management**

This course will address all of the elements needed to comply with federal and state environmental regulations—SARA, RCRA, Clean Air/Water Acts, storm water, etc., and various state regulations which are models for other states.

MGT 603 ................................................................. 3 credits

**Arizona Environmental Law**

A course covering The Arizona Environmental Law. Topics include, but are not limited to, air quality, solid waste, hazardous, storage tanks, emergency planning, and criminal liability. Students will learn the jurisdiction of state, federal, and county agencies.

MGT 604 ................................................................. 3 credits

**Risk Management A: Property/Casualty**

An overview of the risk management process including the development of pre-loss and post-loss goals, identifying loss exposures and the utilization of risk management techniques. Risk financing and risk control aspects will be addressed regarding property and casualty exposures with special emphasis on property protection, builders’ risk, business interruption, general and auto liability, employment liability, pollution liability, and disaster planning and procedures. Various domestic and global insurance programs and types of coverage will be addressed.

MGT 605 ................................................................. 3 credits

**Risk Management B: Workers’ Compensation**

An overview of the risk management process as it pertains to statutory workers’ compensation and employer’s liability insurance programs, including identifying loss exposures and the utilization of risk management techniques. Worker’s compensation program financing and various types of insurance options will be addressed. The identification of pre-loss and post-loss goals will be addressed including establishing claim management and cost-containment programs, safety and loss control programs, and modified duty early return to work programs. The course will also address the interdependence of OSHA compliance, human resources/EEO issues and worker’s compensation/employer’s liability in today’s diverse...
workplace.
MKT 551 ~ ................................................................. 3 credits

**Marketing Management**
This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy.

MKT 555 ~ ................................................................. 3 credits

**Consumer Behavior**
This course presents and analyzes the most critical issues of buyer behavior both for individual consumers and within the organizational environment. Priority is placed on the economic, psychological, and sociocultural factors that affect buyer behavior and the buyer decision process. By analyzing and understanding buyer behavior, marketing managers can ultimately understand the influence of this process in management decisions. In addition, this course presents an analysis of the prevailing buyer behavior theories in the marketplace.

MKT 560 ~ ................................................................. 3 credits

**Marketing Research**
This course is designed to integrate theory and practice and develop students’ analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems.

MKT 565 ~ ................................................................. 3 credits

**Marketing Strategy**
This course introduces the principles and tools for managers to apply in the development, implementation, and review of marketing strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.

MKT 590 ~ ................................................................. 3 credits

**Marketing Capstone Course**
This is an integrative course and the capstone for the marketing program. The outcome is for students to develop a portfolio of business solutions to marketing problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a marketing problem of their own choosing.

MTE 500 ................................................................. 0 credits

**Orientation to the Special Education Certification Program**
This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

MTE 502 ................................................................. 0 credits

**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.

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 520 ................................................................. 3 credits

**Maintaining an Effective Learning Climate**
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTH 506 ................................................................. 3 credits

**Methods of Teaching Mathematics**
This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

MTH 530 ................................................................. 3 credits

**Network and Telecommunications Concepts**
This course provides an overview of telecommunication systems in a business environment. Topics covered include telecommunication applications, standards, transmission, networks, computer telephony and management. The course also prepares students to perform an analysis of a company’s tele/data communication requirements, to evaluate possible solutions, and to select and present a solution.

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 processes are also examined.

POS 427 ................................................................. 3 credits

**Windows Networking**
This course is a survey of Windows Networking. Topics emphasize the structure and the various applications supported by Windows Networking. The course uses Windows 2000 simulations.

RDG 530 ................................................................. 4 credits

**Curriculum Constructs and Assessment: Reading and Language Arts**
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school
setting, is incorporated into the course requirements.

RDG 535 ........................................................................................ 3 credits

**Diagnosis & Remediation of Reading Difficulties**

This course provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. It emphasizes strategies for classroom interventions and differentiated instruction. This information serves as a context for learning about the role of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.

SEC 525 ........................................................................................ 4 credits

**Secondary Student Teaching**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SNC 400 ........................................................................................ 3 credits

**Introduction to Professional Studies**

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 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.

SNC 410 ~ ................................................................................... 3 credits

**School Nursing Practice**

This course examines the contemporary role of the professional nurse in the assessment, development, delivery, and evaluation of a comprehensive school health program. It serves as a theoretical framework for competency skills by addressing the health needs of school-age children. In addition, this course will examine the role of the school nurse in effective delivery of a school health program. The course focuses on program management, professional development, planned change, research, health education, interdisciplinary collaboration, and adaptation concepts.

SNC 420 ~ ................................................................................... 3 credits

**Health and Disease Management**

This course focuses on the development of a framework that enhances the school nurse’s understanding of the physiological changes in the school age child. Health promotion and disease prevention is discussed in relation to health, family and community health.

SNC 430 ~ ................................................................................... 3 credits

**Health Assessment of the School-Age Child**

This course provides the foundation for the development of a comprehensive health assessment and health appraisal data collection for a school-age child. Students will develop the skills necessary for interviewing, performing health histories, and conducting physical examinations on the school-age child with the school nurse guidelines. Students will formulate appropriate nursing diagnoses based on the data base obtained from the comprehensive health assessment.

SNC 440 ~ ................................................................................... 3 credits

**Nursing Care of the Developmentally Disabled Child**

This course focuses on congenital and acquired conditions of children that can culminate in development delays and educational dysfunction. Students will develop knowledge and skills in assessment, planning of nursing interventions, and evaluation of supportive community resources. Other topics to be studied include mental retardation, growth and endocrine disorders, sensory deficits, cancer, legal issues, and legislation governing the challenged student.

SNC 450 ~ ................................................................................... 3 credits

**Health Education**

This course will examine methods of teaching health in grades K through 12, family and community. It will also include an overview of curriculum development for special needs students.

SNC 460 ~ ................................................................................... 3 credits

**Health Law and Ethics**

The legal and ethical aspects of the school nurse’s role(s) of caregiver, teacher, consultant, and manager of care are examined. The course provides an introduction to ethical responsibility and decision-making models related to clients served in a school health setting. The nurse’s professional and legal responsibility and accountability in the health care system are also emphasized.

SNC 470 ~ ................................................................................... 3 credits

**Health Problems and Nursing Management**

This course examines special needs related to management of school nurse practice in relationship to abuse, neglect, suicide, human sexuality, and parenting. A health care plan will be designed to assess a specific health need with a child and/or community. Legal consideration will be addressed.

SPE 504 ................................................................................... 3 credits

**Orientation To The Exceptional Child**

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 506 ................................................................................... 3 credits

**Special Education Methods**

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 511 ................................................................................... 3 credits
vidualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
SPE 512 ~ ..................................................................................... 3 credits

**Special Education Assessment & Interpretation**
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.
SPE 513 ..................................................................................... 3 credits

**Orientation to the Exceptional Child**
This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
SPE 521 ..................................................................................... 3 credits

**Characteristics of Learning Disabilities**
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined, including transition services and career counseling. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.
SPE 531 ..................................................................................... 3 credits

**Characteristics of MR & Developmental Disabilities**
This course examines issues related to the instruction of students with mental retardation and development disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with mental retardation and developmental disabilities.
SPE 544 ..................................................................................... 3 credits

**Characteristics of Emotional & Behavioral Disabilities**
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.
SPE 556 ..................................................................................... 3 credits

**Characteristics of Physical & Health Disabilities**
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this populations will be analyzed.
SPE 557 ~ ..................................................................................... 3 credits

**Collaboration with Families of Students with Disabilities**
This course focuses on facilitating the interrelationship of varied services for students with disabilities. Emphasis is placed on working with parents, professionals, and community services.
SPE 558 ..................................................................................... 3 credits

**Transition Planning for Adolescents with Disabilities**
This course focuses on the role of the special education teacher beginning with a student’s referral and identification through their transition into adult living. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational and transition skills are also discussed.
SPE 579 ..................................................................................... 3 credits

**Inclusion Strategies for the Special Educator**
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaborative are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 590 ..................................................................................... 3 credits

**Characteristics of Exceptionalities**
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
SPE-TED 582 ............................................................................... 4 credits

**Special Education Student Teaching: Cross Categorical, Part I**
This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I.
SP-TED 583 ............................................................................... 4 credits

**Special Education Student Teaching: Cross Categorical, Part II**
This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the second half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for topical
assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification.

TESL 540 .................................................................3 credits

School, Community, and Culture
This course introduces the student to the effects of cultural beliefs and customs as they affect communication and interactions with students, parents, and communities. Students study characteristics and traditions of a variety of cultures in order to compare and contrast for a comprehensive multicultural understanding. Concepts, strategies, and materials related to a strategies, and materials related to a groups are explored as they apply to classroom instruction.

TMGT 510 ~ ....................................................................3 credits

Project Management in the Technological Environment
This course addresses the processes and skills needed for successful project management in the technology environment of business. Topics include project management and the organization, work breakdown structure and scheduling, resources and project financing, project control and evaluation, and management considerations and critical success factors. The course uses Microsoft Project.

TMGT 540 ~ ....................................................................3 credits

Management of Research and Development and Innovation Processes
This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It casts the Research and Development (R&D) manager into the strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace.

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, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 310 ~ ....................................................................3 credits

Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320 ~ ....................................................................3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 ~ ....................................................................3 credits

Instructional Design
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.

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.

Examining the Balance Sheet I
This first part of this course will examine the balance sheet by looking at the three components of the sheet: assets, liabilities, and owner’s equity.

AFCEU 1120 ....................................................................0.5 CEU

Understanding Managerial Finance I
This is the first of two courses that introduce non-financial managers to the fundamental principles and terminology of finance. It covers the analyses and creation of financial statements, the management of financial assets, and the basic techniques used in financial and business analysis.

AFCEU 1115 ....................................................................0.5 CEU

Understanding Managerial Finance II
This is the second of two courses that introduce nonfinancial managers to the fundamental principles and terminology of finance. This course addresses the following topics: time value of money, cash management, and discounted cash flow.

AFCEU 1120 ....................................................................0.5 CEU

Examining the Balance Sheet II
Part two of this course will examine how assets, liabilities, and owner’s equity is used to provide the most accurate snapshot possible.

AFCEU 1125 ....................................................................0.5 CEU

Using Financial Analysis for Strategic Business Decisions
This course introduces participants to financial management principles and techniques needed to make strategic business decisions. Topical areas focus on cost analysis, capital budgeting, and other uses for financial information. Participants will gain a basic knowledge of financial analysis, including cost behavior and cost drivers in organizations, Cost-Volume-Profit and Break-Even analyses, and What-If and Sensitivity analyses. At the end of the course, students will be equipped with strategies to quantify the financial pros and cons of business decisions.
AFCEU 1140 ................................................................. 0.5 CEU
Forecasting and Budgeting
This course introduces non-financial managers to the importance of the forecasting and budgeting process. The role of budgeting will be related to strategic planning and the overall success of an organization. Topical areas focus on various techniques for forecasting revenue and resource needs, as well as the benefits of various types of budgets used in business today. Participants will also identify procedures for variance analysis, monitoring and adhering to budgets, and recognizing common budgeting pitfalls.

CBSTP 1010 ........................................................................... 0.0 CEU
CBEST Test Preparation Overview/Math
This course helps students prepare for the CBEST (California Basic Educational Skills Test) exam by reviewing key math skills. It focuses on the arithmetic, algebra, measurement, and geometry concepts and skills covered on the exam. The course will consist of two-four hour sessions and provide sample questions and strategies for passing the test.

CBSTP 1020 ........................................................................... 0.0 CEU
CBEST Test Preparation Reading/Writing
This course helps students prepare for the CBEST (California Basic Educational Skills Test) exam by reviewing key reading and writing skills. The course will consist of two-four hour sessions and provide sample questions and strategies for passing the test.

CPATP 1010 ........................................................................... 0.0 CEU
Financial Accounting and Reporting
This nine-week course (45 instructional hours) reviews the Financial Accounting and Reporting concepts covered in the CPA Exam. Participants will learn how to approach the exam, as well as review key financial accounting and reporting concepts from Intermediate, Advanced, and Governmental Accounting.

CPATP 1020 ........................................................................... 0.0 CEU
Auditing and Attestation
This five-week course (25 instructional hours) reviews the Auditing and Attestation concepts covered in the CPA Exam. Participants will learn how to approach the exam, as well as review key auditing concepts.

CPATP 1030 ........................................................................... 0.0 CEU
Regulation
This seven-week course (35 instructional hours) reviews the regulation controls and taxation concepts covered in the CPA Exam. Participants will learn how to approach the exam, as well as the ethical and legal issues in forming an organization and the federal tax consequences of operating a business.

CPATP 1040 ........................................................................... 0.0 CEU
Business Environment and Concepts
This five-week course (25 instructional hours) reviews the Business Environment and Concepts covered in the CPA Exam. Participants will learn how to approach the exam, as well as the role in corporate and strategic formation. Performance and cost measurement in a corporate sense will also be reviewed.

CCCEU 1010 ........................................................................... 0.5 CEU
Establishing Job Performance Goals
This course examines the function of job performance goals. Participants in this course will analyze the effectiveness of measuring particular goals, and create an employee performance plan identifying and incorporating goals and behaviors they believe are most important for achieving team success.

CCCEU 1020 ........................................................................... 0.5 CEU
Building Customer Rapport
This course will enable participants to define and analyze techniques that can be used to create relationships with their customers. Emphasis will be placed on non-verbal clues that will help participants tailor their customer’s needs to their products and services. Participants will also differentiate between a feature and a benefit and learn how to successfully apply the benefits of their product or service to close the sale.

CCCEU 1030 ........................................................................... 0.5 CEU
Mastering the Cold Call Sales Process
In this course, participants will analyze the cold call process and discuss a variety of different techniques that can be utilized to work with gatekeepers and to manage leads effectively. Participants will learn tactics to overcome customer objections and to show value in the product or service line.

CCCEU 1040 ........................................................................... 0.5 CEU
Leading Effective Call Center Teams
This course studies selecting, motivating, and managing people in Call Centers. Topical areas focus on industry tools and practices for personnel management and the manager’s leadership responsibility. The focus is primarily on human resource issues that arise in Call Center settings, such as attracting and retaining employees, goal setting, rewards, and performance appraisals.

CCCEU 1050 ........................................................................... 0.5 CEU
Managing an Incoming Call Center
This course focuses on Call Center metrics, benchmarking, and call routing. Participants will learn how data is collected, interpreted, and used in their own organizations. The course will also present basic modeling techniques used to predict change in the Call Center.

CCCEU 1060 ........................................................................... 0.5 CEU
Managing Long-Term Client Relationships
In this course, participants will create a relationship strategy designed to build long term win/win vendor-client relationships. Participants analyze their organization and culture to determine best practices and how best to share information with their client.

CMCEU 1110 ........................................................................... 0.5 CEU
Writing for Business
This course will empower participants to improve everything they write – memos, letters, e-mails, reports, speeches, plans, and other business papers. Participants will learn to write with clarity, precision, and the force of logic. They will learn to organize their thoughts, target their audience, and choose an appropriate format to deliver a message with maximum impact.

CMCEU 1120 ........................................................................... 0.5 CEU
Writing Responsibly
This course examines the legal and ethical implications of written
messages and discusses the ramifications of those messages in an organization. Participants will evaluate the types of messages they generate, assess their personal responsibility, and create an action plan to write more responsibly.

CMCEU 1130 ................................................................. 0.5 CEU

Writing and the Corporate Image
This course focuses on identifying ways in which written communication can support or adversely affect the corporate image. Participants will discuss the importance of carefully reviewing everything that is distributed with their signatures.

CMCEU 1140 ................................................................. 0.5 CEU

Improving Core Listening Skills
In this course, participants distinguish between listening and hearing. They will examine barriers to listening and discuss techniques for becoming better listeners. They will examine their personal listening behavior and create an action plan for improvement.

CMCEU 1150 ................................................................. 0.5 CEU

Providing Relevant Feedback
In this course, participants will examine ways to communicate in organizational relationships. They will explore the relationship between feedback (positive and negative) and performance and discuss feedback techniques that encourage and discourage particular behaviors.

CMCEU 1160 ................................................................. 0.5 CEU

Resolving Conflict
This course focuses on avoiding and resolving conflict. Participants will discuss their personal responsibility for resolving conflict as well as their role in creating conflict. They will identify past personal conflicts and examine alternatives for resolution.

CMCEU 1170 ................................................................. 0.5 CEU

Enhancing Organizational Image
This course focuses on opportunities to influence the organization’s image and positioning through strategic external presentations. Participants will discuss the importance of seeking opportunities to present the organization in a positive light. They will also examine the alignment of the organization’s mission, vision, and values with its corporate image.

CSCEU 1110 ................................................................. 0.5 CEU

Enhancing Customer Satisfaction
This course introduces participants to the concept of customer satisfaction. Participants will examine the nature and motivation of a customer and discuss the benefits of customer satisfaction. Participants will also identify the components that satisfy the organization’s customer base and review the five keys to customer satisfaction.

CSCEU 1120 ................................................................. 0.5 CEU

Addressing Upset Customers
In this course, participants will explore ways to communicate sincerely and effectively with upset customers. Participants will identify the benefits of calming upset customers and utilize a five-step process to address the customer’s emotional state and needs. Participants will also examine ways to partner with the customer to resolve issues.

CSCEU 1130 ................................................................. 0.5 CEU

Analyzing Risks in Customer Service
This course will enable participants to employ risk analysis in resolving customer issues. Participants will identify potential risks to the customer base and examine risk tolerance in addressing issues. In addition, this course will enable participants to develop communication strategies that focus the organization on customer service excellence.

CSCEU 1140 ................................................................. 0.5 CEU

Creating a Strategy to Build Customer Alliances
This course will enable participants to create a strategy for strengthening customer alliances. Participants will align internal and external capabilities with the organization’s desired image and the customer’s changing needs. Participants will also examine avenues to enhance organizational image throughout community, employees, vendors, customers, and industry.

CSCEU 1150 ................................................................. 0.5 CEU

Enhancing Your Competitive Edge
This course focuses on opportunities to influence the organization’s competitive edge through enterprisewide involvement. The course allows the participants to understand and apply strong customer focus tactics and competitive intelligence to enhance an organization’s competitive edge. Specific attention will be given to analyzing an existing customer, understanding the feedback coming from customers into your organization, and preparing for analysis of a competitor and its key management.

DVCEU 1010 ................................................................. 0.5 CEU

Welcoming Diversity
This course prepares participants to recognize the need for diversity policies and procedures within the organization. Participants will examine organizations that have diversity policies and procedures and those that do not and assess the impact of that difference.

DVCEU 1020 ................................................................. 0.5 CEU

Working in a Diverse Environment
This course prepares participants to demonstrate an awareness of communication stereotypes and prejudices. The focus of this course will be on political correctness and demographic identification. In addition, this course prepares participants to recognize the influence of primary and secondary components of diversity on assumptions toward fellow employees or customers.

DVCEU 1040 ................................................................. 0.5 CEU

Managing Diverse Teams
This course prepares participants to effectively manage diverse teams. The focus of this course will be stages of team development (Forming, Storming, Norming, Performing, and Adjourning) and problems that arise when diversity is missing from a team (e.g., groupthink, lacking quality/quantity of idea generation).

DVCEU 1050 ................................................................. 0.5 CEU

Managing a Diverse Workforce
This course focuses on the need to update organizational goals and objectives to reflect changing demographics within the workforce and community. Participants will examine how to use the feedback of external customers to provide insight into managing diversity effectively in the organization.

FBCEU 1110 ................................................................. 0.5 CEU

Understanding Time Management
This course provides a practical, hands-on learning experience in using time effectively to accomplish goals.
Conducting Effective Meetings
This course offers an introduction to tools and techniques used in goal-setting, prioritizing, and follow-through. Participants will learn how to effectively tie productivity outcomes with effective personal planning.

Building Fundamental Relationships
This course offers an introduction to the fundamentals of building business relationships. Participants will examine networking as a means to achieve partnerships, while nurturing the growth of effective relationships that have the potential to increase business.

Making Effective Decisions
This course covers a variety of techniques that improve the effectiveness of decision making, from idea generation to decision evaluation. Participants will practice these techniques using relevant scenarios from their own organizations. In addition, this course will cover the fundamentals of creative and critical thinking as they relate to decision making.

Thinking Creatively
In this course, participants will explore ways to use creative thinking to improve decision making. They will identify skills that improve creative thinking, examine attitudes conducive to creative thinking, and practice utilizing those skills and attitudes.

Conducting Effective Meetings
This course will enable participants to communicate more effectively in today’s workplace. Participants will examine the differences in language and behavioral practices for methods such as face to face, voice to voice, voice mail, fax, and email communication.

Organizing Group Projects
This course offers the participant exercises, activities, and case studies to practice personal planning skills. In addition, this course introduces techniques for future planning and decision making on complex assignments. Finally, participants will examine the affects of good planning and organizing on group projects.

Building Dynamic Teams
In this course, participants will examine the dimensions of team communications and review various methods for improving and maintaining team relationships. Participants will also identify characteristics of the ideal team that would be unique to the organizational culture. Finally, this course will enable participants to utilize appropriate measurement methods to determine team productivity.

Delegation
In this course, participants will examine how delegating tasks effectively is a key for success. An emphasis will be placed on identifying appropriate tasks for delegation, communicating expectations, and follow-through. Participants will identify the major components needed to become confident in delegating tasks successfully.

Enhancing Personal Productivity
This course offers an introduction to tools and techniques used in goal-setting, prioritizing, and follow-through. Participants will learn how to effectively tie productivity outcomes with effective personal planning.

Mentoring and Coaching for Success
In this course, participants will apply mentoring and coaching skills to enhance the professional growth of others.

Building Personal Wealth: Financial Planning I
This course is part of the 12 course continuing education series entitled Developing Personal Wealth. This course is part I of II in financial planning and will define the benefits and goals of a personal financial plan. In addition this course will help students identify the main theories, concepts and tools included in the creation of a personal financial plan.

Building Personal Wealth: Financial Planning II
This course is part of the 12 course continuing education series entitled Developing Personal Wealth. This course is part II of the Financial Planning series and will identify the main components of financial statements involved in the development of a financial plan. In addition students will learn how to interpret the information supplied by the financial statements and its effects in the process of financial planning.

Protecting You and Your Assets: Insurance Planning I
This course is part of the 12 course continuing education series entitled Developing Personal Wealth. This course is part I of II in the Insurance Planning series and will define the benefits and goals of a personal financial plan. This course will cover the features and costs associated with life, health and disability insurance plans.

Protecting You and Your Assets: Insurance Planning II
This course is part of the 12 course continuing education series entitled Protecting You and Your Assets. This course is part II of the Insurance Planning series and will discuss in detail the benefits and uses, and risks of some of the most common investments, including equity instruments, real estate and other related options.

Putting Your Money to Work: Investment Planning I
This course is part of the 12 course continuing education series entitled Putting Your Money to Work. This course is part I of IV in the Investment Planning series and will teach students how to analyze general investment principles and their impact on the relationship between risk and return.

Putting Your Money to Work: Investment Planning II
This course is part of the 12 course continuing education series entitled Putting Your Money to Work. This course is part II of the Investment Planning Series and will discuss in detail the benefits and features of various types of mutual funds.
Putting Your Money to Work: Investment Planning IV
This course is part of the 12 course continuing education series entitled Putting Your Money to Work. This course is part four of the Investment Planning Series and will define the characteristics, uses and risks of the main types of debt investments.

FPCEU 1090 ................................................................. 0.5 CEU

Your Money & Taxes: Tax Planning I
This course is part of the 12 course continuing education series entitled Your Money & Taxes. This course is part I of II in the Tax Planning Series and will overview individual taxes, tax calculations and tax strategies.

FPCEU 1110 ................................................................. 0.5 CEU

Your Money & Taxes: Tax Planning II
This course is part of the 12 course continuing education series entitled Your Money & Taxes. This course is the second course in the Tax Planning Series and will analyze tax implications for buying and selling property. In addition this course will explain the application of appropriate tax strategies to taxable situations.

FPCEU 1120 ................................................................. 0.5 CEU

When You Grow Up: Retirement Planning
This course is part of the 12 course continuing education series entitled When You Grow Up: Retirement Planning. This course will compare the attributes of some of the most common retirement plans and analyze their differences in terms of availability to individual investors.

FPCEU 1130 ................................................................. 0.5 CEU

Protecting You and Your Family: Estate Planning
This course is part of the 12 course continuing education series entitled Protecting You and Your Family: Estate Planning. Within this course students will learn how to explain the importance of estate planning and discuss estate-planning tools.

GMCEU 1010 ................................................................. 0.5 CEU

Best Practices in Green Operations
In this course, students will review specific best green business practices developed by leading companies. In addition, students will focus on how companies can adapt to new carbon and greenhouse gas regulations, accomplish zero waste and zero energy goals, and reduce transportation and building footprints. Students will also be given an overview of best green certifications and processes that are currently being used.

GMCEU 1020 ................................................................. 0.5 CEU

Critical Thinking for Business Redesign
In this course, students will examine the process of developing strategies to research how a green business operation can enhance the organization. They will learn techniques to bring the values and ideals of the green organization and its stakeholders to the forefront. In addition, students will apply thinking strategies to the central challenges organizations are facing in redesigning their business practices.

GMCEU 1030 ................................................................. 0.5 CEU

Social Impacts of the New Green Enterprise
In this course, students will learn about the social impact a green conscious enterprise has on its customers, employees, shareholders, suppliers, the community, and other stakeholders. Students will have the opportunity to develop leadership skills in the areas of emotional intelligence and ethics of personal and social responsibility. The “sea of change” occurring across today’s global society will be reviewed, along with the implications for the workplace and industry.

GMCEU 1040 ................................................................. 0.5 CEU

Managing Green Facilities
This course will focus on the process of identifying competencies needed by facility management staff to properly operate and maintain a green site or building. In addition, students will learn how to incorporate green practices into an institution’s asset management strategies.

GMCEU 1050 ................................................................. 0.5 CEU

Green Procurement
This course will examine the knowledge and skills necessary to select green vendors and products. Specifically, students will learn to effectively consider key environmental attributes of products, how to interpret “eco-labeling” and “green washing,” and how their choices can improve an organization’s ability to meet environmental goals, improve employee safety and health, and reduce disposal costs.

GMCEU 1060 ................................................................. 0.5 CEU

Green Return on Investment (ROI)
This course will educate students on how to allocate the financial resources for a successful green business operation implementation. This will include how to construct a cost-benefit analysis (CBA), how to compare the return on investment (ROI) of various options, and how to craft a compelling business case. In addition, students will gain techniques for facilitating decisions with CBA information in the face of uncertainty within a green operation.

GMCEU 1070 ................................................................. 0.5 CEU

Greening Business Operations
In this course, students will examine the principles and practices of creating and maintaining a green business operation. They will look at key factors in developing a strategy for sustainable business operations including designing and operating green facilities and services, defining and reporting performance indicators, establishing procurement procedures and standards, developing financial justification models, and leading an effective change management strategy.

GMCEU 1080 ................................................................. 0.5 CEU

Environmental Performance Leadership
This course will focus on how evolving environmental and social issues are changing the economics, commerce models, and fundamental roles of the business enterprise. Students will also study the evolving science that underlies the rapidly changing nature of green operations and how these changes impact the organization’s strategy.

HCCEU 1110 ................................................................. 0.5 CEU

Examining Human Relations and Organizational Behavior
This course covers human relations theory and practice through individual, group, and organizational performance. Topics include different perspectives on organizational behavior, individual motivation and performance, leadership and power, team design and structure, conflict resolution, and change management.
Managing Human Capital
This course focuses on the environmental factors that affect organizations. Participants will better understand the role of Human Resources (HR) and benchmark other HR programs in order to learn best practices for HR management. Participants will also learn techniques for using progressive discipline to effectively coach, counsel, and communicate expectations to employees in order to improve employee performance and to avoid costly lawsuits.

Developing a Successful Recruiting Process
This course will enable the participant to create a multi-tiered sourcing format for enhanced recruiting effectiveness.

Conducting Highly Effective Interviews
This course will focus on creating and conducting highly effective interviews that solicit detailed answers to key questions. Participants will examine the psychology of interview questions and determine the behaviors of a high-impact interview. In addition, this course will enable participants to streamline the assessment process by matching testing methods with job and legal requirements. Participants will also review the legalities of workplace testing and identify jobs that could require testing.

Creating Marketing Strategies to Improve Recruiting Efforts
In this course, participants examine strategies for recruiting based on industry, culture, and strategic vision. The current organizational recruiting culture will be assessed to determine the fit with future direction. Participants will also assess core organizational competencies and the effectiveness of the current performance management process. In addition, this course will train participants on how to effectively market the organization to a global or local community through concise sourcing strategies.

Retaining Top Talent
This course introduces the participants to the importance of employee retention. Participants will examine the ten key principles of retention and review costs associated with retention and turnover. Participants will also evaluate the organization’s application of the retention principles and create a plan to enhance retention behaviors.

Applying Strategies for Employee Motivation
This course examines effective ways to motivate employees to higher levels of performance and satisfaction. The course will highlight key elements of leadership, guidance, and inspiration. Participants will also explore the various learning, communication, and performance styles of employees and show how these styles can be applied to improve productivity. Participants will learn the importance of setting and communicating performance expectations, creating performance agreements, and managing employee buy-in.

Implementing Fair Practices in the Employment Process
This course prepares participants to implement fair recruiting, interviewing, hiring, and terminating practices. Participants will focus on a review of the documentation needed to determine whether fair practices were followed.

Negotiating a Win-Win
This course presents a hands-on exploration of time, information, power, and forces of influence as they affect positive win-win results through creative problem solving processes. Participants will additionally learn to view negotiation not as a competition, but as a problem solving opportunity. Finally, participants will ultimately learn how to develop multiple options to achieve their desired objectives while simultaneously satisfying the other party’s interests.

Developing Business Strategy
This course introduces the principles and tools for managerial use in the development, implementation, and review of business strategy. Topics include an overview of the different types of strategy, tools for strategic formulation (including internal and external analyses), a process for making strategic choices, and steps for implementation.

Anticipating, Managing, and Profiting from Changes
This course examines the role of change in an organization. Participants will learn what change is, what factors impact change, how to implement change effectively, and how to assist their organizations in adapting to change. Strategies for limiting risk and maximizing opportunity within a changing business environment will also be explored.

Leading Strategic Teams
This course will focus on driving the organization’s strategic vision into its team processes. Participants will examine how to create a strategy for effectively utilizing teams within the organization and analyze the need for formal or informal team structures.

Building a Culture for Risk-Taking
In this course, participants will learn how to effectively promote an organizational culture of risk-taking. Topics covered include organizational risk strategy, risk analysis, and rewards for taking risks that benefit the organization.
The course is an introduction to anatomy and physiology, disease process and pharmacology. The course covers ICD-9-CM diagnostic codes and CPT procedure codes, with special emphasis on Evaluation and Management (E&M) codes. Students will learn to interpret and comprehend principles and applications of this coding system for accurate code assignments.

**ICD Coding - Outpatient Services**
This course introduces students to Current Procedural Terminology (CPT) coding system. Students will learn to interpret and comprehend principles and applications of this coding system for accurate code assignments.

**ICD Coding - Hospital Outpatient Services**
This course covers ICD-9-CM diagnostic codes and CPT procedure codes, with special emphasis on Evaluation and Management (E&M) codes. Students will learn to interpret and comprehend principles and applications of this coding system for accurate code assignments.

**ICD Coding - Hospital Inpatient Services**
In this course, students will be introduced to concepts and application of the fundamental of health information coding. Coding is the transformation of verbal descriptions of disease, injuries, and procedures into standard alphanumeric designations that are used for a variety of purposes. Principles and guidelines for using the ICD-9 (current version) in coding diagnoses and procedures in an inpatient setting are covered.

**ICD Coding - Outpatient Services**
This course introduces students to Current Procedural Terminology (CPT) coding system. Students will learn to interpret and comprehend principles and applications of this coding system for accurate code assignments.

**ICD Coding – Emergency Room Care Coding**
This course covers ICD-9-CM diagnostic codes and CPT procedure codes, with special emphasis on Evaluation and Management (E&M) codes. Students will learn to interpret and comprehend principles and applications of this coding system for accurate code assignments.

**ICD Coding – Healthcare Reimbursement Methodologies**
This course will cover the historical development of healthcare reimbursement, current reimbursement processes, forms, and support practices for healthcare reimbursement and prospective payment systems (PPS), which pre-establish reimbursement rates for health care services. Medicare payment systems and fee schedules are discussed.

**Understanding the Basics of Marketing**
This course involves an integrated analysis of the role of marketing within the organization. Specific attention is given to the analysis of factors affecting consumer needs and behavior, the identification of marketing variables affecting business decisions, and assessing marketing opportunity and effectiveness within the organization.

**Building a Marketing Plan**
This course covers strategic issues related to product, policy, pricing, channels of distribution, and promotion. Participants will conduct a marketing audit of their organization addressing topics such as marketing program efficiency, necessary enhancements, and focus for
OMCEU 1020 ................................................................. 0.5 CEU
Managing Operations
This course examines the management of internal capacity as it applies to all organizations. It examines the principles and techniques for analyzing and managing operations processes. It also addresses how all operations components fit together and how to identify and resolve the right problem.

OMCEU 1030 ................................................................. 0.5 CEU
Managing the Supply Chain
This course studies the unique and important role of supply chain in organizations. Topic areas include supply chain management terminology, understanding the relationships between suppliers and customers, identifying constraints, and analyzing management tools and strategies for supporting organization goals.

NACE 2010 ................................................................. 5 CH
Introduction to Complementary and Alternative Medicine
This course examines the definitions and philosophies of complementary and alternative medicine. Participants will also learn the associated five categories of therapies, as defined by the National Center for Complementary and Alternative Medicine.

NACE 2020 ................................................................. 5 CH
Cultural-Spiritual Competencies in Health Care
Participants will recognize how patients’ spiritual or religious philosophies can affect their health care. Participants will learn how diagnosis is made using the theories of yin-yang and the five elements. The typical therapies of acupuncture, massage, and herbal medicine will also be discussed.

NACE 2030 ................................................................. 5 CH
Traditional Chinese Medicine
This course examines the unique system of Traditional Chinese Medicine. Participants will learn how diagnosis is made using the theories of yin-yang and the five elements. The typical therapies of acupuncture, massage, and herbal medicine will also be discussed.

NACE 2040 ................................................................. 5 CH
Homeopathic Medicine
This course focuses on the underlying philosophy and remedies used in Homeopathic medicine. Participants explore Homeopathic medicine as a complementary and alternative medicine for acute and chronic ailments.

NMCE 1010 ................................................................. 5 CH
Managing Nursing Turnover
This course focuses on the consequences of high nursing turnover rates in a hospital setting. To manage turnover, the nurse manager must identify its underlying causes and then develop key strategies to combat the challenges of that turnover.

NMCE 1020 ................................................................. 0.5 CH
Business and Nursing Case Management
This course examines the business side of case management for nurses. Participants in this course will examine hospital contracts with various payees. In addition, they will learn the implications of these contracts on hospitals and patients.

NMCE 1030 ................................................................. 0.5 CH
Legally Defensible Discipline for Nurse Managers
This course focuses on methods for disciplining nursing staff in a fair and legally defensible way. Participants will also learn how to use discipline as a method to change behavior.

NMCE 1040 ................................................................. 0.5 CH
Delegating for Nurse Managers
This course examines effective delegation. Participants of this course will identify key components of delegation, including task assignment, staff knowledge, building trust and accountability.

NMCE 1050 ................................................................. 0.5 CH
Culturally Appropriate Patient Care
This course focuses on the care of patients in a constantly changing and diverse population. Participants will learn the meaning of culturally sensitive care, steps to identify their own beliefs about providing care to patients, and methods to ensure cultural competence in patient care.

NPCE 3010 ................................................................. 5 CH
Pain Management
This course examines the increasing complexity of meeting the demands of pain management across the lifespan. Participants review techniques of pain assessment, as well as consider the challenges of pain management in unique populations.

NPCE 3020 ................................................................. 5 CH
Pediatric Over-the-Counter Medications
This course reviews the types of Over-the-Counter (OTC) medications available to the public. Participants will review the physiological effects of medications on pediatric patients and adults. The role of the FDA will also be discussed.

NPCE 3030 ................................................................. 5 CH
Mental Illness Across the Lifespan
This course discusses the growing problem of mental illness. Participants will review the definition of three of the most common psychiatric diagnoses, depression, anxiety disorder, and bipolar disorder. An overview of treatment options as well as barriers to access psychiatric care will be examined. The specific mental health needs of unique populations will also be considered.

NPCE 3040 ................................................................. 5 CH
Health Care Delivery to the Child and Parent Unit
The course examines the complexity of delivering developmentally approved health care to the child and parent unit. The development stages of children will be discussed. The challenges of administering
Managing Projects I

Managing Projects II

Procurement Basics: Procurement in Corporate Organizations

Procuring for Success: Strategic Procurement

Managing Projects I

Managing Projects II

Scheduling and Budgeting Projects

Managing Project Risk

Establishing a Non-Retaliation Policy in the Workplace

This course examines the need for an organization to have a Non-Retaliation Policy. It focuses on explaining the reasons why a Non-Retaliation Policy is necessary within an organization, and then explores the elements of a Non-Retaliation Policy that are necessary to encourage the prevention, detection and resolution of instances of conduct that do not conform to law, regulation, policies and procedures or the organization’s Employee Standards and Code of Ethical Conduct.

PCCEU 1010 ................................................................. 0.5 CEU

PCCEU 1020 ................................................................. 0.5 CEU

PCCEU 1020 ................................................................. 0.5 CEU

PMCE 1010 ................................................................. 5 PDU

PMCE 1020 ................................................................. 5 PDU

PMCE 1030 ................................................................. 5 PDU

PMCE 1040 ................................................................. 5 PDU

PMCE 1050 ................................................................. 5 PDU

PMCE 1060 ................................................................. 5 PDU

PMP Test Prep: Initiating Processes

PMP Test Prep: Planning Processes

PMP Test Prep: Executing Processes

PMP Test Prep: Closing Processes

PMP Test Prep: Monitoring and Controlling Processes

PMP Test Preparation: Initiating Processes

PMP Test Preparation: Planning Processes as well as the ongoing phase planning processes.

PMP Test Preparation: Executing Processes as well as initiating individual project phases.

PMP Test Preparation: Closing Processes

PMP Test Preparation: Monitoring and Controlling Processes

PV Installation Certificate Course

Praxis Test Prep-Overview/Math

In this course, students will be introduced to mathematical concepts and topics found on the Praxis math exam. Participants will develop skills in working various math calculations by hand, quickly and correctly. Upon completion of this course, the participant will review and perform timed math problems without the use of a calculator.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CEU/Hours</th>
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<tr>
<td>PXTP 1020</td>
<td>Praxis Test Prep-Reading/Writing</td>
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<tr>
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<tr>
<td>SHCEU 1010</td>
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<tr>
<td>Preparing Sexual Harassment in the California Workplace</td>
<td>This course focuses on defining, identifying and preventing sexual harassment in the California workplace. The consequences of offensive workplace behavior and the responsibilities of management and employees, when sexual harassment is encountered, are also examined. Successful completion of this course will meet the California statutory mandate for supervisors in businesses with 50 or more employees.</td>
<td>0.2 PDU</td>
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<tr>
<td>SHRCA 1010</td>
<td>.................................................................................................................. 0.2 PDU</td>
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<tr>
<td>PHR/SPHR Exam Preparation: Strategic Management</td>
<td>This course focuses on HR’s role in developing, contributing to, and supporting the organization’s mission, vision, values, strategic goals and objectives; formulating policies, guiding and leading the change process; and evaluating HR’s contributions to organizational effectiveness.</td>
<td>0.5 CEU</td>
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<tr>
<td>SHRCE 2010</td>
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<tr>
<td>PHR/SPHR Exam Preparation: Workforce Planning &amp; Employment</td>
<td>This course focuses on HR’s role in developing, implementing, and evaluating sourcing, recruitment, hiring, orientation, retention, and organizational exit programs necessary to ensure the workforce’s ability to achieve the organization’s goals and objectives.</td>
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<tr>
<td>PHR/SPHR Exam Preparation: Human Resource Development</td>
<td>This course focuses on the fact that an organization is only as good as its people – its “human capitols”. To compete, organizations must have competent and motivated employees who will support the organization’s mission. This is accomplished by HR professionals through employee training, development and performance management which meets regulatory requirements, reduces accidents, increases productivity and quality, lowers performance barriers, and increases employee commitment.</td>
<td>0.5 CEU</td>
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<td>SHRCE 2040</td>
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<tr>
<td>PHR/SPHR Exam Preparation: Total Rewards</td>
<td>This course focuses on HR’s role in developing/selecting/implementing/administering, and evaluating compensation and benefits programs for all employee groups that support the organization’s strategic goals, objectives, and values.</td>
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<tr>
<td>SHRCE 2050</td>
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<tr>
<td>Preparing Sexual Harassment in the Workplace</td>
<td>This course focuses on identifying and preventing sexual harassment in the workplace by defining sexual harassment and discussing the consequences of offensive behavior and responsibilities when sexual harassment is encountered in the workplace.</td>
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<td>SHRCE 2020</td>
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<tr>
<td>PHR/SPHR Exam Preparation: Employee &amp; Labor Relations</td>
<td>This course focuses on the processes involved in determining the nature of the workplace relationship between employer and employees. While employee and labor relations should enable employers to maintain effective relationships and working conditions and achieve the organization’s strategic objectives, there should be a balance developed between the employer’s operational needs and the employees’ rights in the workplace. This course also examines the continuing effects of unionization on the workplace.</td>
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<td>Managing Key Accounts</td>
<td>The focus of this course is on managing major accounts. Participants will evaluate high-level customers in order to assign optimal account coverage and customer relationship management. Participants will analyze sales strategies, costs, and resources to determine the optimal sales effort needed to achieve the organizational goals.</td>
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<tr>
<td>Aligning Sales Strategy with Organizational Goals</td>
<td>In this course, participants will examine the organization’s grand strategies to determine how well the current sales strategies align. Participants will evaluate different channel strategies and assess the overall culture of sales within the organization. The value of active, high-level participation with customers will be discussed.</td>
<td>0.5 CEU</td>
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SPCEU 1010 ............................................................. 0.5 CEU

Environmental Analysis
In this class students will perform an economic scan and examine the remote, industry and operating environments that can effect business strategy implementation and modifications. In addition students will create a set of long term objectives from the environmental analysis that can be used in the final capstone course.

SPCEU 1020 ............................................................. 0.5 CEU

Forecasting Financials for a Strategic Plan
This course will use financial planning models to prepare pro-forma financial statements, and forecast financials to validate business strategies. In addition this course will also establish effective strategic planning and control cycles. The financials developed within this course will be used in the final capstone course.

SPCEU 1030 ............................................................. 0.5 CEU

Strategic Planning and Implementation
This course applies the concepts of strategic planning and implementation to create sustainable competitive advantage within the business environment. Other topics of this course include finalizing the environmental scan, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, interdependent organizational relationships, technology adoption, and scenario planning.

TMCEU 1010 ............................................................. 0.5 CEU

Managing Business Information Systems
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. It focuses on an overview of information systems and the management of those systems in business environments.

TMCEU 1020 ............................................................. 0.5 CEU

Understanding the System Development Lifecycle
This course covers the fundamental concepts of the System Development Life Cycle to identify and analyze business problems and the possible information system solutions to address those problems.

TMCEU 1030 ............................................................. 0.5 CEU

Applying Technologies
This course explores considerations for evaluating and managing technologies that increase customer accessibility, reduce costs, and enhance customer loyalty. Participants focus on voice and data services, enhanced network carrier services, and emerging technologies as they relate to business objectives. Strategies for managing inbound customer contacts and relationship building are discussed. Additionally, participants determine the costs of technology as it is used in their workplaces.

TMCEU 1040 ............................................................. 0.5 CEU

Analyzing Technology Trends to Evaluate Risk
This course prepares participants to analyze trends, evaluate risk, and determine the impact of organizational technical decisions on existing infrastructure.

TMCEU 1050 ............................................................. 0.5 CEU

Aligning Technology with Organizational Strategy
This course prepares participants to make departmental decisions related to people, processes, and technologies, in order to conceptualize relationships between technology and business opportunities. In addition, this course will help participants analyze, develop, and align technology strategies with the organization’s strategy.
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# CAMPUS DISABILITY SERVICES ADVISORS

<table>
<thead>
<tr>
<th>Advisor Name</th>
<th>Location</th>
<th>Campus</th>
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<tbody>
<tr>
<td>Chera Evans</td>
<td>AL</td>
<td>Birmingham</td>
</tr>
<tr>
<td>Rich Cromwell</td>
<td>AR</td>
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<tr>
<td>Autumn Hemphill</td>
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<td>Online Campus</td>
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<td>Phoenix Campus</td>
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<tr>
<td>Ruth Koch</td>
<td>AZ</td>
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<tr>
<td>Axia College</td>
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<td>Axia College of University of Phoenix</td>
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<tr>
<td>Central Administration</td>
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<td>Apollo Ethics &amp; Compliance Department</td>
</tr>
<tr>
<td>Jonathan Vaughan</td>
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<td>Jocelyn Anderson</td>
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<td>Alex Monsibais</td>
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<tr>
<td>Sarah Del Pozo</td>
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<td>Corina Herrera</td>
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<tr>
<td>Stephanie Travanti</td>
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<tr>
<td>Julie Jones</td>
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<td>Sacramento--Chico</td>
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<tr>
<td>Teela Bryant</td>
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<td>Laura Livermore</td>
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<tr>
<td>Rebecca Vallez</td>
<td>CA</td>
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<tr>
<td>Robert Jackson</td>
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<td>Sacramento--Rancho Cordova</td>
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<td>Sandra Green</td>
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## FACILITIES

### Mountain Region

#### Arizona Campuses

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<th>Phoenix Area Campuses</th>
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<td>3075 West Ray Rd</td>
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<tr>
<td>Suite #117</td>
<td>Chandler, AZ 85226-2495</td>
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<td>Mesa Campus</td>
<td>1620 South Stapley Drive</td>
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<tr>
<td>Suite #101</td>
<td>Mesa, AZ 85204-6634</td>
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<tr>
<td>Tucson, AZ 85704-5822</td>
<td>800 776-4867</td>
</tr>
<tr>
<td>Suite #201</td>
<td>555 East River Road</td>
</tr>
<tr>
<td>Tucson - River Road Campus</td>
<td>9625 West Saddle Avenue</td>
</tr>
<tr>
<td>520 408-8202</td>
<td>FAX 520 888-6561</td>
</tr>
<tr>
<td>Sierra Vista Campus</td>
<td>500 East Fry Boulevard</td>
</tr>
<tr>
<td>Suite #410</td>
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</tr>
<tr>
<td>520 417-2080</td>
<td>FAX 520 417-2099</td>
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<tr>
<td>Yuma Learning Center</td>
<td>899 East Plaza Circle</td>
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<td>928 341-0292</td>
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<td>FAX 208 888-4775</td>
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<tr>
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<tr>
<td>702 652-5527</td>
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<td>702 651-0035</td>
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<tr>
<td>702 655-8241</td>
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<td>775 828-7999</td>
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<tr>
<td>North Davis Learning Center</td>
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<td>Suite 200</td>
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<tr>
<td>801 825-1891</td>
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<td>801 756-5403</td>
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<td>St. George Learning Center</td>
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<td>Pleasant Grove Learning Center</td>
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<tr>
<td>801 268-1111</td>
<td>FAX 801 268-1924</td>
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<tr>
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<td>4111 Greenway St.</td>
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<tr>
<td>Cheyenne, WY 82001-2150</td>
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<td>307 632-3158</td>
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<td>Colorado Campuses</td>
<td>800 441-2981</td>
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<tr>
<td>Colorado Campus and Regional Office</td>
<td>10004 Park Meadows Drive</td>
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<tr>
<td>Lone Tree, CO 80124-5453</td>
<td>303 694-9093</td>
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<tr>
<td>303 662-0911</td>
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<tr>
<td>Southlands Learning Center</td>
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<td>Suite #200</td>
<td>Aurora, CO 80016-5361</td>
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<td>303 755-9090</td>
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<td>Fort Collins Learning Center</td>
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<td>970 226-1781</td>
<td>Turnpike Campus</td>
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<td>8700 Turnpike Drive</td>
<td>Westchester, CO 80124-2221</td>
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<td>515 267-8567</td>
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<td>Cedar Rapids Student Resource Center</td>
<td>3726 Queen Court SW</td>
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<tr>
<td>Suite #203</td>
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<tr>
<td>319 784-1100</td>
<td>FAX 319 394-5131</td>
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<tr>
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<td>Suite 200</td>
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<tr>
<td>402 334-4936</td>
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#### New Mexico Campuses

<p>| 800 659-8988 | 30 S Craycroft Road |
| Tucson, AZ 85711-4574 | 520 881-6512 |
| 520 795-6177 | FAX 520 459-8319 |
| Fort Huachuca Campus | Building 52104 |
| ATZS-HRH-E | Fort Huachuca, AZ 85613-6000 |
| 520 459-1093 | FAX 520 459-8319 |
| Nogales Learning Center | 870 West Mariposa Road |
| Nogales, AZ 85621-1059 | 520 377-2290 |
| 520 377-2296 | FAX 520 377-2296 |
| Tucson - River Road Campus | 555 East River Road |
| Suite 201 | Tucson, AZ 85704-5822 |</p>
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<td>5700 Pasadena Ave NE, Albuquerque, NM 87113</td>
<td>505 821-4800</td>
<td>505 797-4871 FAX</td>
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<tr>
<td>East El Paso Learning Center</td>
<td>1320 Adabel Drive, El Paso, TX 79936-6954</td>
<td>(915) 599-5900</td>
<td>(909) 599-2354</td>
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<tr>
<td>Kirtland AFB Campus</td>
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<td>505 846-4141</td>
<td>505 254-9709 FAX</td>
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<td>Santa Fe Campus</td>
<td>130 Siringo Road, Santa Fe, NM 87501-5864</td>
<td>505 984-2188</td>
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<td>1270 Country Club Road, Santa Teresa, NM 88008-9725</td>
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<td>512 344-1400</td>
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<tr>
<td>South Austin Student Resource Center</td>
<td>9900 S Interstate 35, Suite W150, Austin, TX 78748-2588</td>
<td>512-501-7768</td>
<td>512-280-3536 FAX</td>
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<td>254 501-6900</td>
<td>254 501-3405 FAX</td>
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<td>Mid Cities Learning Center</td>
<td>860 Airport Freeway, Suite #101, Hurst, TX 76054</td>
<td>817 893-1500</td>
<td>817 514-9074 FAX</td>
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<td>Houston Campus</td>
<td>11451 Katy Freeway, Suite #100, Houston, TX 77079-2004</td>
<td>713 465-9966</td>
<td>713 465-2686 FAX</td>
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<td>281 566-5000</td>
<td>281 494-7271 FAX</td>
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<td>281 298-3500</td>
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<td>8200 IH-10 West, San Antonio, TX 78230-3876</td>
<td>210 524-2100</td>
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<td>3900 Arlington Highlands Blvd, Suite # 237, Arlington, TX 76018-6038</td>
<td>817 505-4200</td>
<td>817 557-2245</td>
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<td>405 842-8007</td>
<td>405 841-3386 FAX</td>
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<tr>
<td>Tulsa Campus</td>
<td>14002 East 21st Street, Suite #1000, Tulsa, OK 74134-1412</td>
<td>918 622-4877</td>
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<td>Owasso Learning Center</td>
<td>9455 North Owasso Expy, Suites # I &amp; J, Owasso, OK 74055-5442</td>
<td>918 622-4877</td>
<td>918 274-8666</td>
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<td>Ann Arbor Learning Center</td>
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<td>734 994-0816</td>
<td>734 994-1663 FAX</td>
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<tr>
<td>Detroit Campus</td>
<td>5480 Corporate Drive, Suite #240, Troy, MI 48098-2623</td>
<td>248 925-4100</td>
<td>248 267-0147 FAX</td>
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<tr>
<td>Downtown Detroit</td>
<td>719 Griswold Street, Suites 131, 123, Detroit, MI 48226-3360</td>
<td>313 324-3900</td>
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<tr>
<td>Livonia Campus</td>
<td>17740 Laurel Park Drive, North, Suite 150C, Livonia, MI 48152-3985</td>
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<tr>
<td>Macomb Learning Center</td>
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<td>586 840-2100</td>
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<td>Southfield I Learning Center</td>
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<td>248 354-4888</td>
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<td>Town Center Learning Center</td>
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<td>248 354-4888</td>
<td>248 354-5969 FAX</td>
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<tr>
<td>West Michigan Campus</td>
<td>318 River Ridge Drive NW, Grand Rapids, MI 49544-1683</td>
<td>616 647-5100</td>
<td>616 784-5300 FAX</td>
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<tr>
<td>Flint Learning Center</td>
<td>3341 S Linden Road, Suites E-5 and E-11A, Flint, MI 48070-3045</td>
<td>810 223-9100</td>
<td>810 720-1640 FAX</td>
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</table>
University of Phoenix, 2009-2010
FACILITIES

Fayetteville, NC  28305-5123
910 485-9000
910 485-9001 FAX
Greeornsboro Student Resource Center
1500 Pinecroft Road
Suite #110
Greensboro, NC  27407-3808
336 291-1500
336 291-1501 FAX
Durham Learning Center
8041 Arco Corporate Dr.
Suite #100
Durham, NC  27617-2010

South Carolina Campus
Columbia Campus
1001 Pinnacle Point Drive
Columbia Campus
700 981-0688
Columbia, SC  29223-5733
1001 Pinnacle Point Drive
Columbia Campus
803 699-7651 FAX
Greensboro, NC  27407-3808
336 291-1500
336 291-1501 FAX

Puerto Rico Campuses
Puerto Rico Campus
Sanatander Tower
at San Patricio
B-7 Tabonuco St.
at San Patricio
Norwalk, CT  06854-1700
535 Connecticut Ave
Fairfield County
553 Connecticut Ave
Norwalk, CT  06854-1700
203 523-4700
203 523-4799 FAX

Fairfax Learning Center
8270 Willow Oaks Corporate Drive, Suite 200
Fairfax, VA  22031-4516
703 573-2212
703 573-6461 FAX
Northern Virginia Campus
11730 Plaza America Drive
Reston, VA  20190-4742
703 376-6100
703 435-2160 FAX
Richardson Campus
6600 West Broad Street
Richmond, VA  23220-1709
804 288-3390
804 288-3614 FAX
Virginia Beach Learning Center
150 Central Park Ave
Virginia Beach, VA  23462
757 499-1671 FAX
Maryland Campuses
Maryland Campus
8830 Stanford Boulevard
Suite #100
Columbia, MD  21045-5424
410 872-9001
410 872-0326 FAX
Greenbelt Learning Center
7852 Walker Drive
Suite #100
Greenbelt, MD  20770-3245
301 345-8401 FAX
Rockville Learning Center
9601 Blackwell Road,
Suite #1
Rockville, MD  20850-6477
240 314-0511
240 314-0309 FAX
Timonium Learning Center
1954 Greenspring Drive
Suite #100
Timonium, MD  21093-4109
410 560-0055
410 560-1384 FAX

Greater Boston Campus
100 Grossman Drive
Suite #201
BRAINTREE, MA 02184-4949
781 843-0844
781 843-8646 FAX
Burlington Learning Center
One Van de Graaff Drive
Suite #300
Burlington, MA  01803-5171
Central Massachusetts Campus
One Research Drive
Westborough, MA  01581-3906
508 614-4100
Pennsylvania Campuses
Harrisburg Campus
4050 Crums Mill Road
Harrisburg, PA  17112-2894
717-540-3300
717-540-3301 FAX
Philadelphia Campus
170 South Warner Road
Suite # 200
Wayne, PA  19087-2121
610 989-0880
619 989-0881 FAX
Lower Bucks County Learning Center
311 New Rodgers Road
Suite #200
Levittown, PA  19056-1029
215 752-0671 FAX
City Center Learning Center
30 South 17th Street
Philadelphia, PA  19103-4001
267 234-2000
267 561-0874 FAX
Pittsburgh Campus
Penn Center West
Building 6, Suite #100
Pittsburgh, PA  15276-0109
412 747-9000
412 747-0676 FAX
Monroeville Learning Center
201 Penn Center Boulevard
Suite #200
Pittsburgh, PA  15276-0109
412 883-8930
412 883-8879 FAX
Washington Learning Center
90 West Chestnut Street
Washington, PA  15301-4524
Washington, DC Campus
25 Massachusetts Ave. NW
Washington, DC  20001-1431
202 423-2520

West Region
Northern California Central Office and Campuses
Northern California Office
2890 Gateway Oaks Drive,
Suite #100 & 200
Sacramento, CA  95833-3632
800-769-4867
916 923-2107
916 648-9130 FAX
Livermore Learning Center
2481 Constitution Drive
Livermore, CA  94551-7573
800 769-4867
925 847-7640
925 965-6101 FAX
Novato Campus
75 Rowland Way, Suite #100
Novato, CA  94945-5037
877 274-6364
415 898-4449
415 898-9095 FAX
Oakland Learning Center
1200 Clay Street
Suite #200
Oakland, CA  94612-1424
877 478-8336
510 457-3300
510 457-3340 FAX
San Francisco Learning Center
1 Front Street
Suite #200
San Francisco, CA  94111-5398
800 448-6775
415 495-3300
415 495-3505 FAX
San Jose Campus
3590 North First Street
Suite #101
San Jose, CA  95134-1805
800 640-0622
408 435-0174
408 435-8250 FAX
Bay Area Campus
7901 Stoneridge Drive,
Suite #130
Pleasanton, CA  94588-3677
800-769-4867
925 416-4000
Kapolei Learning Center
1001 Kamokila Boulevard, Suite # 306
Kapolei, HI 96707-2014
808 693-8686
808 674-2655 FAX

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

Windward Campus
46-001 Kamehameha Hwy Suite #110
Kaneohe, HI 96744-3724
808 247-9080
808 247-6360 FAX

Washington Campuses
877 877-4867

Western Washington Campus
7100 Fort Dent Way Suite #100
Tukwila, WA 98188-8553
425 572-1600
206 246-3110 FAX
206-246-3111 FAX

Bellevue Learning Center
3380 146th Place SE Suite #200
Bellevue, WA 98007-6480
425 572-1600
425 373-0423 FAX

Eastern Washington Campus
8775 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Tri Cities Learning Center
8904 West Tucannon Ave Suite #A
Kennewick, WA 99336-7178
509 736-2930
509 736-2649 FAX

Tacoama Learning Center
1145 Broadway Plaza
Suite #500
Tacoma, WA 98402-3583
425 572-1600
253 460-6451 FAX

Oregon Campuses
13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 403-2900
503 670-0614 FAX

Clackamas Campus
12550 SE 93rd Avenue Suite #300
Clackamas, OR 97015-9786
503 403-2900
503 653-1910 FAX

Hillsboro Learning Center
3600 NW John Olsen Place Suite 100
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Salem Learning Center
670 Hawthorne Avenue SE Suite #110
Salem, OR 97301-6884
503 364-5695

Vancouver Learning Center
500 E Broadway Suite 200
Vancouver, WA 98660-3321
360 993-7800

Online Region
Online Campus and Administrative Offices
3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366-9699
602 387-7000
602 387-6020 FAX

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

2909 LE Capelle aan den ijssel
The Netherlands
011 31 10 288 6344
011 31 10 288 6349 FAX

European Military Campus
Hebelstrasse 22
69115 Heidelberg
Germany
011-49-6221-705-0640
011-49-6221-705-0619 FAX

International Campuses
Canada Campuses
Vancouver Campus
4401 Still Creek Drive, Suite #200
Burnaby, British Columbia
V5C 6C9
604 205-6999
604 205-9049 FAX

Calgary Campus
Petro-Canada Centre, West Tower
Suite 3000, 150 - Sixth Ave SW
Calgary, Alberta, Canada T2P 3Y7
403 538-5320
403 538-5322 FAX

The Netherlands Campus
Rivium eerste straat 1
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<th>Board of Directors</th>
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<tbody>
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<td><strong>Internal Members</strong></td>
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<tr>
<td>Dr. William Pepicello</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td></td>
<td>President</td>
</tr>
<tr>
<td>Charles B. Edelstein</td>
<td>Apollo Group, Inc.</td>
</tr>
<tr>
<td></td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Joseph L. D’Amico</td>
<td>Apollo Group, Inc.</td>
</tr>
<tr>
<td></td>
<td>President, Chief Operating Officer</td>
</tr>
<tr>
<td>Dr. John G. Sperling</td>
<td>Apollo Group, Inc.</td>
</tr>
<tr>
<td></td>
<td>Founder, Interim Executive Chairman</td>
</tr>
<tr>
<td>Gregory W. Cappelli</td>
<td>Apollo Group, Inc.</td>
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<tr>
<td></td>
<td>Co-Chief Executive Officer Chairman, Apollo Global, Inc.</td>
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<td><strong>Public Members</strong></td>
<td></td>
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<tr>
<td>Richard Bond</td>
<td>Bond and Company, Inc.</td>
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<td></td>
<td>Chairman</td>
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<tr>
<td>Alan Wheat</td>
<td>Wheat and Associates</td>
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<td></td>
<td>Former U.S. Congressman</td>
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<tr>
<td>William Goodling</td>
<td>Former U.S. Congressman</td>
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<td>Former Chairman, Committee on Education and the Workforce</td>
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<td>John L. Burton</td>
<td>Former California Senator</td>
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<td>John Burton Foundation for Homeless Children</td>
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<td>Hedy Govenar</td>
<td>Founder and Chairwoman</td>
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<td>Govenar Associates, Inc.</td>
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<td>Albany State University (GA)</td>
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<td>Carol Aslanian</td>
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<td>Aslanian Group</td>
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<tr>
<td>Amy Gibbons</td>
<td>President and Executive Director</td>
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<td>Dr. Merrilee Lewis Engel</td>
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<td>Professor of Sociology</td>
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<td>University of Arizona</td>
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<td>Jeff Sonnenberg</td>
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<td>CISNA-RVP</td>
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<td>Bob Eoff</td>
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<td>Julayne A. Hoffmeier, MAEd</td>
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<td>LeeAnne Herbold, MAOM</td>
<td>State Vice President/EB</td>
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<td>Troy Thomas, MBA</td>
<td>Director</td>
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<td>Lori Santiago, MBA/EB</td>
<td>State Vice President/EB</td>
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<td>Dawn Owens</td>
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<td>Brent M. Fitch, MBA</td>
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<td>Chris Helmueller</td>
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<td>Wally Hedgcock, MEd</td>
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<td>Christine Robinson Crochett</td>
<td>Associate Campus Director</td>
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<td>PLAINS REGION - Chad Bandy-RVP</td>
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<td>Cynthia Yoakum, BBA</td>
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<td>Ingrid Berlin, MA</td>
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<td>Jeannine Lake</td>
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<td>Colorado Springs, CO Campus</td>
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<td>Tammy Fernandez</td>
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<tr>
<td>MIDWEST REGION-JERRAD</td>
<td>TAUSZ-RVP</td>
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<tr>
<td>Brianna Houlihan</td>
<td>Campus Director</td>
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<td>Madison, Wisconsin Campus</td>
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<tr>
<td>Craig Jacob</td>
<td>Director</td>
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<td>West Michigan Campus</td>
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<tr>
<td>Gina Cuffari, MAOM</td>
<td>VP/Director</td>
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<td>Ohio Campuses</td>
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<tr>
<td>Chris Montagnino, MAOM</td>
<td>Director</td>
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<td>Cincinnati/Dayton Campus</td>
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<tr>
<td>Doris Savron, MBA</td>
<td>Campus Director</td>
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<td>Columbus, OH Campus</td>
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<tr>
<td>Jeremiah Hood</td>
<td>Campus Director</td>
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<td>St. Louis Campus</td>
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<tr>
<td>Michael Kaley</td>
<td>Vice President/Director</td>
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<td>Chicagoland Campus</td>
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<tr>
<td>Don Johnson</td>
<td>Acting Director</td>
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<tr>
<td></td>
<td>Minneapolis/St. Paul Campus</td>
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<tr>
<td>Janice Cardwell</td>
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</tbody>
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Director
Detroit Campus
Jerrad Tausz, MAOM
Regional Vice President
Midwest Region

Robyn Criswell-Bloom
Director
Springfield MO Campus

Brian Messer, MBA
Director
Kansas City Campus

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Vice President/Director
Indianapolis Campus

Jennifer Khadivar
Learning Center Director
Northwest Indianapolis Campus

Scott Mall
Director
Louisville Campus

Todd Cunningham, BSIT
Director
Pittsburgh Campus

Will Paul
Maryland Campus

Emily Buzzelli
Campus Director
Northern Virginia

Gregg Crowe
Associate Director
Richmond

SOUTHEAST REGION-JODIE PLOESSL-RVP

Michael Hearten
Associate Campus Director
North Florida

Jorge Rivera, MBA
Director
Puerto Rico Campus

Brent Lyons
Director
Louisiana Campus

Candice Borchik
Director
Columbia, SC Campus

David Fitzgerald, MAOM, Associate Director
Raleigh Campus

Adriana Garay
VP/Director
South Florida Campuses

Justin Hallock, MAOM
VP/Director
West Florida Campuses

Harrisburg Campus
Tim Moscato
Regional Vice President
Northeast Region (Northern Virginia & Washington, DC)

Todd Cunningham, BSIT
Director
Pittsburgh Campus

Rock Main Campus
Roger Rocha
Director
Birmingham, AL Campus

Alex Diaz, BS/General Business
VP/Director
North Carolina (Charlotte)

Cheri Sorensen
Regional Vice President/Director
Online Campus

Online Campus
Axia College of University of Phoenix

Peter Martinez
VP/Director
Intl., Canada, Europe, Middle East, Latin America

Mike Bibbee, MBA
VP/Director
Military Campus

Tom Hawks, PhD
Director, Overseas Military Programs, Asia-Pacific

Denny Bates, MBA
VP/Director
Overseas Military Programs, Europe

Daren Hancott, MBA
Campus Director
Vancouver, British Columbia Campus (Canada)

Mike Brousseau, Ph.D
Campus Director
Calgary, Alberta, Campus (Canada)

Jason Schrott
VP/Director
Intl., Far East

ACADEMIC CABINET

Administration/Public Members
The Academic Cabinet shall be comprised of the following voting members:
A Public Member of the University Board of Directors (Chairperson)
The Provost (Vice-Chairperson)
The Vice President for Academic Affairs Operations

The Vice President of Instructional Materials and Technology
The Associate Vice President of Academic Affairs
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the 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.
FACULTY

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS-UNDERGRADUATE

Dean
Lindquist, Brian G., PhD
Purdue University

Associate Deans
Berry, Willard (Bill), MBA
Fontbonne University
Fleming, Alisa, MBA
Western International University
Morgan, Hal D., MBA
Touro University International

Senior University Research Chairs
Goes, James, PhD
University of Oregon
Gazzara, Kevin, DM
University of Phoenix
McKinstry, Natalia, JD
Washington University in St. Louis

University Research Chairs
Dansby, Robert L., Ph.D
Southern Illinois University
Fogarty, David MBA
Fairfield University
Heil, Alexander Ph.D.
University of Glamorgan
Jennex, Murray Ph.D.
Claremont Graduate University
Sussan, Aysar DBA
Nova Southeastern University

Campus College Chairs
Edelman, Charles W., MBA
University of New Mexico

Arkansas Campus
Langevin, Beth, MBA
Texas Wesleyan

Atlanta Campus
Levith, Earl, MS
Rensselaer Polytechnic Institute

Austin Campus
Carroll, John MSAE, MBA
North Dakota State University

Bay Area Campus
Genin, Vladimir, PhD
Moscow University

Central Florida
McNickle, Eddythe, PhD
Capella University

Central Valley Campus
Blanton, Doris, MAOM
University of Phoenix

Charlotte Campus
Kamel, Ahmed, DENG
Auburn University

Chicago Campus
Spreague, Charles, MS
National-Louis University

Cincinnati Campus
Urinci, Nick, MBA
Wake Forest University

Cleveland Campus
Tolbert, Barry, MS
State University of New York at Binghamton

Columbia, SC Campus
Schwandt, Larry, MBA
University of St. Thomas

Columbus-Ohio
Singh, Dharmendra, PhD
Aligarh Muslim University

Dallas Campus
Stokes, Robert, MS
University of Southern California

Denver Campus
Hebert, Michael, MS
Colorado School of Mines

Detroit Campus
Green, Janisse MSA
Central Michigan University

Fairfield CT Campus
Coughlan, Thomas, MS
University of Bridgeport

Houston Campus
Breslauer, David MBA
University of Houston

Idaho Campus
Maier, Joel, MS
Southern Wesleyan College

Jersey City
Manners, DM,
University of Phoenix

Kansas City Campus
Arnold, George, MA
Webster University

Las Vegas Campus
Ferguson-Rangel, Connie, JD

Loyola Law School

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Ackerman, Joe, MBA
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Goodwyn, Walter, MBA
Appalachian State University

Nashville Campus
Manning, Lonnie, Jr., MBA
Georgia State University

Louisiana Campus
Browning, Kevin, MAOM
University of Phoenix

Northwest Arkansas
Salina, John, MBA
University of Phoenix

Northern California
Yost, John, MBA
Santa Clara University

North Florida
Herman, Louis, MPA
Golden Gate University

Northern Nevada Campus
Covert, James, MBA
Pepperdine University

Oklahoma City Campus
Compton, Joseph MA
Saint Mary’s University

Online Campus
Bratt, Carol JD
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Oregon Campus
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Portland State University

Philadelphia Campus
Baker, Bill, MBA
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Phoenix Campus
Pearson, Gloria D., MBA
De Paul University

Puerto Rico Campus
Hernandez, Ana
MBA/MHRM
Inter American University of Puerto Rico

Raleigh Campus
Irwin, Kathleen (K.C.), MBA
The University of North Carolina at Charlotte

Sacramento Campus
Maynard, Tamara, MAOM
University of Phoenix

San Diego Campus
Bevis, Michael, MBA
National University

Savannah Campus
Meyers, Jenny, MBA
Edgewood College

Southern California Campus
Reams, Lester S., DPA
University of La Verne

South Florida Campus
Ali, Gail, MS
Nova Southeastern University

Southern Arizona Campus
Ardern, William, MBA
University of Rochester

Tulsa Campus
Jacobs, Tom, MS
Southern Nazarene University

Utah Campus
Benner, Paul N., MBA
University of Phoenix

West Florida Campus
Harvey, Maurice R., DM
University of Phoenix

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Freeman, Jud, J.D.
Wayne State University

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Bonner, Julie, MBA
Averett University
Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Financial Planning and Control
- Law and Ethics
- Management
- Policy, Planning, and Development

Faculty
For a list of local faculty in the University of Phoenix School of Business-Graduate, contact your campus Director of Academic Affairs.

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - GRADUATE

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Western International University
Morgan, Hal D., MBA
Touro University International

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Dunn, Leslie Ann, JD
Pepperdine University School of Law

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Ngenge, Wawa, PhD
Texas A&M University

Bay Area Campus
Genin, Vladimir, PhD
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University of Florida

Northern Virginia
McMaster, Susan, Ph.D.
University of Illinois

Oregon Campus
Mostafavi, Mike, M.S.
Portland State University

Philadelphia Campus
Brennan, Dennis, MBA
Drexel Institute of Technology

Phoenix Campus
Segarra-Roman, Clara, D.B.A.
Pontifical Catholic University of Puerto Rico

Puerto Rico Campus
Hernandez, Ana
MBA/MHRM
Inter American University of Puerto Rico

Raleigh Campus
Irwin, Kathleen (K.C.), MBA
The University of North Carolina at Charlotte

Sacramento Campus
Sheaffer, Tim, J.D.
University of the Pacific

San Antonio Campus
Richards, Neil, DBA
University of Phoenix

Southern Arizona Campus
Craig, Jim, MBA
University of Arizona

Southern California Campus
Guzman, Carlos, PhD
Saybrook Graduate School and Research Center

Reno Campus
Daniel, Leon Jr., D.P.A.

University of La Verne
Utah Campus
Sardoni, Ken, MCIS
University of Denver

Vancouver Campus
Ghassem, Zarbi, Ph.D
Sophia University

Western Washington Campus
Bonner, Julie, MBA
Averett University

West Michigan
Freeman, Judd, J.D.
Wayne State University

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

- Accounting
- Economics
- Financial Planning and Control
- General Business and Strategic Management
- Information Systems
- Law and Ethics
- Management (General and Operations)
- Marketing
- Organizational Behavior and Development
- Quantitative Analysis and Applied Research

Faculty
For a list of local faculty in the College of Graduate Business and Management, contact your campus Director of Academic Affairs.

THE COLLEGES OF ARTS AND SCIENCES

Dean- Humanities: Baderman, Barbara, MBA
University of Phoenix
Associate Dean- Humanities
McCullum, Kacie C., Ed.D
University of Massachusetts

Dean- Social Sciences
Linne, Gil, PhD,
United States International

Associate Deans- Social Sciences
Olding, Robert., PhD
Arizona State University
Walsh, Franz, MAOM
University of Phoenix

Dean- Natural Sciences
Eyler, Hinrich, PhD
California Institute of Technology

Associate Dean- Natural Sciences
Futtum, Beth, MA/MN, RN
University of Phoenix

Campus College Chairs
Albuquerque
Livermore, Kelli, MA
University of New Mexico

Atlanta Campus
Dunn, Leslie Ann J.D.
Pepperdine University School of Law

Augusta Campus
Meehan, William MS
Golden Gate University

Austin Campus
Sisk, Grant Ph.D.
University of North Texas

Baltimore Campus
Sanders, Mark, MS
National-Louis University

Bay Area Campus
Bailey, Carolyn, MSN
Frances Bolton School of Nursing

Birmingham Campus
Wheat, Adriane, MAEd
Western Maryland University

Greater Boston Campus
Pacy, Ron Ph.D.
State University of New York College of Buffalo

Central Florida Campus
Berry-Zeller, Paula, MBA/HCM, MSN

University of Phoenix
Central Massachusetts
Pacy, Ron Ph.D.
State University of New York
College of Buffalo

Central Valley Campus
Adamson, Anne, MA
National University
Bailey, Carolyn, MSN
Frances Bolton School of Nursing
Charlotte Campus
Nethery, Melissa MDiv
Southern Baptist Theological Seminary

Chattanooga Campus
Stone, Andrew MAEd
Georgia State University

Chicagoland Campus
Sprague, Charles, MS
National-Louis University
Ramacitti, David F., MA
University of Northern Iowa

Cincinnati Campus
Headley, Stephen MA
Texas Tech University

Cleveland Campus
Tri, Jeany, M.Ed.
University of Akron

Colorado Campus
Ohmart, Gloria, CNM/MN, RN
Emory University
Miller, JeanMA
Regis University
Rebecca Robles, M.Ed.
University of Texas
Stephen Trask, MS
University of Northern Colorado
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Columbus, Georgia Campus
Gordon, Jeffrey D., MAOM
University of Phoenix
Futyma, Frank, M.M.
Lesley University

Columbus, Ohio Campus
Koloze, Jeff, Ph.D.
Kent State University

Dallas Campus
Chapman, James MS
The John Hopkins University

Detroit Campus
Pappas, Chuck, MLA
Eastern Michigan University

Beck, Debbie MSN
Madonna University

Dr. Rhonda Paul, Ph.D.
Wayne State University
Bean, Erik Ed.D
University of Phoenix

Fairfield County, CT Campus
Poor, Brenda, MS
University of Louisiana at Lafayette

Harrisburg Campus
McNen, Shari MAOM
Wilmington College

Hawaii Campus
Rzeszewski, Jessica, MS
California State University,
Fullerton

Idaho Campus
Tali, Glenda MSN
University of Phoenix

Tahara, Nancy MSN, RN
University of Phoenix

Houston Campus
Farenick, Kenneth A., Ed.D.
Texas Southern University

Jersey City Campus
Levit, Robert Ph.D.
Columbia University

Kansas City Campus
Moore, Kristen E., MEd
Colorado State University
Heim, Ron MSN
Cardinal Stritch University

Las Vegas Campus
Hull, Cynthia Ph.D
Union University

Mohammed Miah, Ed.D.
Nova Southeastern University

Little Rock Campus
Elder, Steve, MLA
Henderson State University

Louisiana Campus
Ryerson, Sunny A., MS
University of Arizona

Dr. Carol Bauer, RN, EdD
Rutgers University

Louisville Campus
Hynes, Rilla MMH
Norwich University

North Florida Campus
Strain, Lega K., MS
Texas Christian University

Polding, Brian, Ph. D.
University of Florida

Memphis Campus
Alexander, Beverly, MEd
Trevecca Nazarene University

Robin Rabine MA
University of Tennessee

Milwaukee Campus
Schmid, Beverly, MS
University of Wisconsin

Minneapolis/St. Paul Campus
Kangas, Lisa, Ph.D.
Capella University

Cody Schultz, MSN
University of Phoenix

Nashville Campus
Dr. Carol Bauer, RN, EdD
Vanderbilt/Peabody University

Marcia Edwards, MSN, RN
Samuel Merritt College

Richard Rinehart, M.Ed.
Vanderbilt University

New Mexico Campus
Linda Salomone, Ph.D.
University of New Mexico

Northern Nevada Campus
Larkin, Robert, M.S.
Michigan State University

Francy Dennis, Ed.S.
University of Nevada

Jim Covert, MBA
Pepperdine University

Northern Virginia Campus
Jay Familant, Ph.D.
Ohio University

Northwest Arkansas Campus
Christy Oberste, MA
University of Arkansas

Ohio Campus
Larry Fergus, MSN, MBA, RN
Baldwin-Wallace College

Oklahoma City Campus
Jeff Codner, JD
Oklahoma City University

School of Law

Judith Wilburn, M.Ed.
University of Central State Oklahoma

Online Campus
Anna (Jean) Pickett, MSN
University of San Diego

Gregg, Cecilia, MBA, MAEd.
University of Phoenix

Philadelphia Campus
Murawski, Marianne, Ph.D.
University of Maryland
Search Results:

- **Sacramento Campus**
  - Greta Menches, MC/MFCC
  - University of Phoenix
  - Jessica Gomez, MBA/HCM
  - University of Phoenix

- **San Antonio Campus**
  - Coleman, Rebecca MA
  - University of Central Arkansas

- **San Diego Campus**
  - Iglinski, Joni B., MA
  - Georgetown University
  - Linda Seale, MSN/MBA
  - University of Phoenix
  - Lynn Lunceford, PhD
  - San Diego University for Integrative Studies

- **Santa Teresa Campus**
  - Finke, Eugene L., Ph.D
  - New Mexico State University

- **Southern Arizona Campus**
  - Dr. Ela-Joy Lehrman, PhD, RN
  - University of Arizona
  - Chad Mosher, Ph.D.
  - University of Memphis
  - Robin Schultz, MAEd
  - University of Phoenix

- **Southern California Campus**
  - Shahzadi, Jacqueline B. Ph.D.

- **University of Southern California**
  - Pavley, Allie Psy.D.
  - California School of Professional Psychology
  - Johnny McLoud-Hoover, MPA
  - California State University
  - Sandra Carter, MN, RN
  - University of California, Los Angeles

- **St. Louis Campus**
  - Linda Simpson, MBA
  - Lindenwood University

- **Tulsa Campus**
  - Autrey, Allen, J.D.
  - University of Oklahoma
  - Christenson, Harry O., MA
  - Rollins College
  - Tony Jacobs, MS
  - Southern Nazarene University

- **Utah Campus**
  - Haines, Jeffrey A., MS
  - Kansas State University

- **West Florida Campus**
  - Dollar, Nancy A., MA
  - University of Phoenix
  - Dr. Carol Bauer, RN, EdD
  - Rutgers University

- **West Michigan Campus**
  - Rardin, Marybeth, MAT
  - Indiana University

- **Western Washington Campus**
  - Miriam Williams, MEd
  - Kent State University
  - Vanessa Earl, MBA/GM
  - University of Phoenix

- **Wichita Campus**
  - Munday, Donald EdD
  - Oklahoma State University

**Campus Area Chairs**

- Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
  - Communications
  - Humanities
  - General Studies
  - Science/Technology
  - Social Science
  - Mathematics
  - BSM (discretion of campus)
  - Psychology

**Faculty**

*For a list of local faculty in the College of Arts and Sciences, contact your campus Director of Academic Affairs.*

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**College of Education**

**Dean**
- La Rue, Marla L., Ed.D.
- Nova Southeastern University

**Associate Dean**
- Curley, Meredith A., MBA
- University of Phoenix
- Drotos, Andy, MAEd
- University of Phoenix
- Gritsavage, Margaret M., Ph.D.
- Arizona State University

**Campus College Chairs**

**Albuquerque Campus**
- Rita Stanziale, MAEd
- California State University

**Colorado Campus**
- Bill Weeks, Ed.D.
- Nova University

**England**
- Philip Pattakos, MAEd
- University of Phoenix

**Indianapolis Campus**
- Giebelhaus, Carmen R., PhD
- Ohio State University

**Las Vegas Campus**
- Ray Garubo, Ph.D.
- Claremont Graduate University

**North Florida Campus**
- Strain, Lega K., MS
- Texas Christian University

**Northern Nevada Campus**
- Francey Dennis, Ed.S.
- University of Nevada

**Online Campus**
- Deb Cross, MAEd
- University of Northern Arizona

**Puerto Rico Campus**
- Hernandez, Ana
- MBA/MHRM
- Inter American University of Puerto Rico
- Rodriguez-Trizarry, Ana M., EdD
- University of Puerto Rico

**Sacramento Campus**
- Patricia Wick, MA
- California State University

**San Diego Campus**
- Nan Machida, JD
- Western State University College of Law

**South Florida**
- Alexandre Escobar, MAEd/CI
- Arizona State University

**Utah Campus**
- Jill Muir, Ph.D.
- University of Utah

**Vancouver Campus**
- Joy Ruffeski, EdD
- Nova Southeastern University

**Washington Campus**
- Williams, Miriam MEd
- Kent State University

**West Michigan Campus**
- Rardin, Marybeth, MAT
- Indiana University

**Wichita Campus**
- Munday, Donald EdD
- Oklahoma State University

**Campus Area Chairs**

*Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.*
- Communications
- Humanities
- General Studies
- Science/Technology
- Social Science
- Mathematics
- BSM (discretion of campus)
- Psychology

*For a list of local faculty in the College of Arts and Sciences, contact your campus Director of Academic Affairs.*
each campus. Not all programs are offered at every campus.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Smith, Blair A., MBA
California State University,
Fullerton
Campus College Chairs
Atlanta Campus
Lu, LinLin, MS
Georgia Institute of Technology
Central Florida Campus
Davis, Jack, MA
Webster University
Colorado Campus
Trask, Stephen, MS
University of Northern Colorado
Columbus Georgia Campus
Futyma, Frank, M.M.
Lesley University
Detroit Campus
Ward, Arthur, MBA
Wayne State University
Jersey City Campus
Schmidt, Thomas DSC
Tulane University

Little Rock Campus
Elder, Steve, MLA
Henderson State University
Massachusetts Campus
Wheeler, Craig, MSCIS
University of Phoenix
Milwaukee Campus
Iyer, Ram MBA
University of Pittsburgh
Minneapolis/St. Paul
Kangas, Lisa Ph.D
Capella University
Nashville Campus
Roy Barnes MSEE
University of Kentucky
North Florida Campus
Eichling, Carol, Ed.S
Nova Southeastern University
Ohio Campus
Spiner, Richard MS
University of Southern California
Oklahoma City Campus
Codner, Jeff, JD

Oklahoma City University
School of Law
Oregon Campus
Mike Mostafavi, MS
Portland State University
Philadelphia Campuses
Dennis Brennan, MBA
Drexel Institute of Technology
Raleigh Campus
Figueroa, Lauri MSCIS
University of Phoenix
Sacramento Campus
Burton, Tina MSCIS
University of Phoenix
San Diego Campus
Rodisch, James, MBA
University of Phoenix
Southern California Campus
Maxson, Rod MS
University of Southern California
South Florida Campus
Ali, Gail MS

Nova Southeastern University
Utah Campus
Sardoni, Kenneth MCIS
University of Denver
Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
• Systems Analysis/Design
• Databases
• Networks and Telecommunications
• Programming and Operating Systems
• Web Development

Faculty
For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.

COLLEGE OF NURSING

Dean
Smith, Blair A., MBA
University of Phoenix
Associate Dean
Strawn, Angela M., MS, RN
University of California, San Francisco
Assistant Dean
Dahn, Janeen MSN
University of Phoenix
Assistant Dean
Strawn, Angela M., MS, RN
University of California, San Francisco
Associate Dean, Criminal Justice/Human Services
Olding, Robert, PhD
Arizona State University
Assistant Dean, Counseling and Human Services

Programs
Lunceford, Lynn, PhD
San Diego University for Integrative Studies
Assistant Dean, Criminal Justice and Security Programs
Walsh, Franz, MAOM
University of Phoenix
Campus College Chairs
Bay Area Campus
Carolyn Bailey, MSN
Frances Bolton School of Nursing
Central Florida Campus
Berry-Zeller, Paula, MBA/HCM, MSN
University of Phoenix
Central Valley Campus
Baily, Carolyn, MSN
Frances Bolton School of Nursing
Denver Campus
Betty Bailey, MSN
University of Phoenix
Detroit Campus
Beck, Debbie MSN
Madonna University
Hawaii Campus
Glenda Tali, MSN
University of Phoenix
Minneapolis Campus
Schultz, Cody, MSN, RN
University of Phoenix
Nashville Campus
Edwards, Marcia, MSN, RN
Samuel Merritt College
Ohio Campus
Larry Fergus, MSN, MBA, RN
Baldwin-Wallace College
Phoenix Campus
Dahn, Janeen MSN

University of Phoenix
Sacramento Campus
Gomez, Jessica MBA/HCM
University of Phoenix
San Diego Campus
Linda Seale, MSN
University of Phoenix
South Florida Campus
Robinson, Gina, MS, RN
Barry University
Southern Arizona Campus
Lehrman, Ela-Joy, PhD, RN
University of Arizona
Southern California Campus
Carter, Sandra, MN, RN
University of California, Los Angeles
West Florida Campus
Bauer, Carol A., RN, EdD
Rutgers University
Campus Area Chairs

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

- Health Sciences
- Nursing
- Nurse Practitioner
- Portfolio and Clinical
- Community Counseling
- Criminal Justice Administration
- Human Services
- Human Services/Management
- Marriage and Family Counseling
- Mental Health Counseling
- School Counseling

Faculty

For a list of local faculty in the College of Health Human and Services, contact your campus Director of Academic Affairs.