"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
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Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. You can obtain a copy of this report by contacting your designated Campus Safety Coordinator or by accessing the following Web site:

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON SEPTEMBER 1, 2018

GENERAL POLICY UPDATES

- The Transcript Fee was updated. (see TUITION AND FEES)
- The Institutionally Scheduled Break section was updated. (see UNIVERSITY POLICIES)
- The Technology Enhanced Courses section was updated. (see THE UNIVERSITY’S TEACHING AND LEARNING MODEL)
- The Consumer Information section was updated. (see CONSUMER INFORMATION)

PROGRAM POLICY UPDATES

- The Program Student Learning Outcomes were updated for all applicable programs. (see UNDERGRADUATE PROGRAMS, GRADUATE PROGRAMS, SCHOOL OF ADVANCED STUDIES, and PROFESSIONAL PROGRAMS)
- The Institutional Recommendation section was updated for the BSLS (California). (see UNDERGRADUATE PROGRAMS - COLLEGE OF EDUCATION)
- The Institutional Recommendation section was updated for the MAED/TED-E (California) and MAED/TED-S (California). (see GRADUATE PROGRAMS - COLLEGE OF EDUCATION)
- The Program Category Requirements and Course Selections were updated for the BSED/E and the BSED/ECH. (see UNDERGRADUATE PROGRAMS - COLLEGE OF EDUCATION)
- The Program Category Requirements and Course Selections were updated for the MAED/SPE. (see GRADUATE PROGRAMS - COLLEGE OF EDUCATION)
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Beginnings -- A Brief History

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

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

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

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

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

Sperling’s research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University’s mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University’s teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners. Over the last three and a half decades, the University of Phoenix has been cause-driven working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling’s predictions concerning the innovations higher education would be required to make have come to pass. Today roughly 45 percent of all college students work at least part-time and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. (“the Parent”). The Parent’s stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University’s central administration is located in Phoenix, Arizona.

Our Mission Statement

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

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student’s workplace.
- 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.
- 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.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- 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.
University of Phoenix, 2018-2019

- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.

**Accreditation and Affiliations**

**Regional Accreditation**

University of Phoenix is accredited by The Higher Learning Commission (http://hlcommission.org).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1413
Phone: 800.221.2681 | 312.263.0456 | Fax: 312.263.7462
http://hlcommission.org

**Program Accreditation**

**School of Business and Business Programs**
The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the School of Business:
- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management
For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

**College of Education and Education Programs**
The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs are accredited at the Hawaii Campus:
- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Bachelor of Arts in Education/Secondary Education
- Bachelor of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:
- Master of Arts in Education/Special Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Elementary Education
- Bachelor of Science in Education/Elementary Education
- Bachelor of Science in Education/Secondary Education

**School of Nursing Programs**
The Baccalaureate degree program in nursing and Master’s degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

**College of Education and Education Programs**
The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs are accredited at the Hawaii Campus:
- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and on-campus modalities.

**College of Humanities and Sciences and Counseling Programs**
The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific 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, Facilities and Instructional Personnel Information**

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

**Academic Programs**

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and
technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/degree-programs.html and the appropriate Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

**Academic Program Improvement**

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students, faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University’s mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

**Academic Programs**

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

**University Library**

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize information from the desktop. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expected to use throughout their academic programs and careers.

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

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. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

**What is in the University Library?**

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained in the University Library’s resources. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

**Getting Started with the University Library**

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

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

**Electronic Reserve Readings**

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

**Additional Resources for Help**

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Resource recommendations by subject can be found by utilizing our Find and Research Guides on the library homepage.
• The FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.
• The Library Handbook includes detailed information on the library collection as well as helpful tips on conducting research.

**How to Contact the University Library**
Student Technical Support 1-877-832-4867
Email library@phoenix.edu
International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.

**Current Resources of the University Library**

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library's resources by clicking the View All Resources Alphabetically link on the University Library homepage.
The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

**Active Learning**

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree online (excluding AACR & AAFP) are involved in collaborative learning activities, and a small number of courses may require participation 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 and instructors have the responsibility to expand and enhance the basic academic experience for students who are new to higher education by augmenting it with current resources and practices.

**Emphasis on Application and Relevance**

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

**University-Wide Learning Goals**

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

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

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

**Curriculum**

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

**Awarding Credit Hours**

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

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

<table>
<thead>
<tr>
<th>Credits</th>
<th><strong>Minimum required faculty-directed classroom-based hours</strong></th>
<th><strong>Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)</strong></th>
<th><strong>Minimum hours</strong></th>
<th>Minimum required duration of course in total weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>2 (*22.5/week)</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>4 (*22.5/week)</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>90</td>
<td>135</td>
<td>5 (*27/week)</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>120</td>
<td>180</td>
<td>6 (*22.5/week)</td>
</tr>
<tr>
<td>5</td>
<td>75</td>
<td>150</td>
<td>225</td>
<td>7 (*26/week)</td>
</tr>
</tbody>
</table>

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

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

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

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

**Access and Convenience of Time and Place**

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.

University of Phoenix campus-based 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. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient 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 courses offered online or via FlexNet®, a combination of classroom and online learning.

**Program Format**

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University’s low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses 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.

**Class Size**

Minimum and maximum class size may vary by college, course, and location. Some Schools and Colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

**Learning Teams**

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

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are ‘technology enhanced’ courses. These courses (designated with a ‘T’ at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week’s course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is much larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students to submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University prior to their start date.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, School of Business, College of Education, College of Information Systems and Technology, College of Health Professions, College of Humanities and Sciences, and the School of Continuing Education. To that end, students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses/

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

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- A processor of 2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.

- Monitor and video card with 1024x768 or greater resolution
- A noise-cancelling headset is recommended.
- Speakers/Headphones and Microphone
- A web camera capable of video web conferencing
- Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses.

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft® Windows</td>
<td>Windows 7</td>
<td>Windows 10 or higher</td>
</tr>
<tr>
<td>Apple® Mac OS X</td>
<td>Mac OS X 10.10</td>
<td>Latest Version</td>
</tr>
</tbody>
</table>

Microsoft® Windows may be required for some technology courses.
Web Browser

<table>
<thead>
<tr>
<th>Browser</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google® Chrome</td>
<td>48 or higher</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Mozilla® Firefox</td>
<td>45 ESR</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>10 or higher</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Microsoft® Edge</td>
<td>38 or higher</td>
<td>Latest Version</td>
</tr>
</tbody>
</table>

Mac OS X

<table>
<thead>
<tr>
<th>Browser</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple® Safari</td>
<td>8 or higher</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Google® Chrome</td>
<td>48 or higher</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Mozilla® Firefox</td>
<td>45 ESR</td>
<td>Latest Version</td>
</tr>
</tbody>
</table>

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft® Office 2013 or later for a personal computer (PC), Microsoft® Office 2011 or later for a Mac.
- An up to date installation of Adobe® Reader
- An up to date installation of the Adobe® Flash plug-in
- Local administrative privileges to operating system may be required to allow for installation of software and / or configure computer settings
- A current security suite application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft® Visio
- Microsoft® Project

Please note that much of the software required above can be found in the University Marketplace or the online Microsoft® Office offer for enrolled students.

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access with the University of Phoenix or Blackboard™ mobile apps. Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University’s page on accessibility.

College Specific Requirements

The College of Information Systems and Technology

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

Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

School of Advanced Studies

The School of Advanced Studies requires doctoral learners to bring a laptop computer that meets the above technology requirements to residencies.

eCampus: Student and Faculty Portal

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

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. This electronic
class environment is where assignments are turned in and exams are completed. Each student’s eCampus login credentials are unique; students must not share their login credentials with anyone.

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

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

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

**Classroom Recording Policy**

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- the recording occurs with the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording
- there is a documented University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session.

Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus Director of Academic Affairs and of all students in the class at the time of the recording.

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

Institutionally Scheduled Break

- The Thanksgiving institutionally scheduled break is November 20, 2018-November 25, 2018.
- For students attending a local campus, one or more of the following additional University institutionally scheduled break(s) may apply for the 2018/2019 award year:
  - The Thanksgiving institutionally scheduled break is November 21, 2018-November 25, 2018.

Determining Enrollment at the University

Active enrollment is determined by a student’s continuous attendance at the University. A student is considered to be in continuous attendance as long as no more than 14 days exists between academically related activities (ARAs). For exceptions to this 14-day requirement, please refer to Withdrawing from the University. For additional information, please see Academically Related Activities below. Students may have one of the following active enrollment statuses based upon the academic workload for his or her program:

**Active Full-Time:** The student’s required academic workload for his or her program is at least 6 credits for an academic year, the student is actively attending class and the student’s official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

**Active Less Than Half Time:** The student’s required academic workload for his or her program is less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student’s official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Grade Extensions (IX) grades are excluded from the 14 day out of attendance calculation.

**Academically Related Activities**

Academically Related Activities (ARAs) are used to determine a student’s official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities by the University:

- Messages in a course
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Learning Team Acknowledgements via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

Courses offered in Blackboard:

- Discussion posts in a course (Blackboard “Messages” do not count towards course attendance)
- Assignment submissions posted via the online classroom
- Quiz/Exam submissions recorded by the system via the online classroom
- Physical Attendance verified by a signed attendance roster (local campus courses only)

ARAs will not generate for activities in Audited (AU) courses. Blackboard “Messages” do not count towards course attendance.

**Institutionally Scheduled Break**

For all students, the University’s winter institutionally scheduled break for the 2018/2019 award year is December 23, 2018 - December 30, 2018.

For students attending a local campus, one or more of the following additional University institutionally scheduled break(s) may apply for the 2018/2019 award year:

- The University’s Mardi Gras institutionally scheduled break (Louisiana campus only) is March 1, 2019-March 5, 2019.
- Other observed holiday institutionally scheduled breaks (e.g., Memorial Day, Labor Day, President’s Day, etc.): a one week institutionally scheduled break will be placed on a student’s record in the event that he/she is enrolled in a course that has been extended at a local campus due to an observed holiday; actual dates of the institutionally schedule break will vary based upon the observed holiday.

**Course Attendance Policy**

Attendance is mandatory in all university courses. Students satisfy course attendance requirements through the activities listed below:

- Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
  - Most local campus courses meet four hours per week.
  - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- Directed Study: Students must post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.
  - Blackboard “Messages” do not count towards course attendance.
- FlexNet: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.
  - Blackboard “Messages” do not count towards course attendance.
- Preceptorship Clinical Courses: Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- Counseling Residency Courses:
  - Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on two separate days during the online week.
  - Blackboard “Messages” do not count towards course attendance.
- Three day residency: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

**Unexcused Absence Policy**

Unexcused absences will result in an automatic “W” grade if stu-
Students miss more than the maximum allowed absences. Refer to the chart below:

<table>
<thead>
<tr>
<th>Number of workshops</th>
<th>Allowed Absences</th>
<th>Absences resulting in Withdrawal (W) grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9 (Online associate)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10-59</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>60+</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Students may submit a request for an excused absence for one of the following reasons with supporting documentation:

- Military deployment
  - Documentation can consist of military orders.
- Extreme serious illness or hospitalization of student or family member
  - Family members for hospitalization or serious illness include: mother, father, spouse, and child.
  - Documentation can include a note from the Doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc
- Title IX - Pregnancy and Childbirth
  - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions or childbirth for as long as the doctor deems the absence(s) medically necessary.
  - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of immediate family member
  - Immediate family members include: father, mother, spouse, domestic partner, child, grandparent, brother, sister, aunt, uncle, father-in-law, mother-in-law, brother-in-law, and sister-in-law.
  - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
  - Documents can consist of a copy of the jury summons.
- Other extenuating circumstances
  - Students may request an 'E' excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations which requires campus(es) to cancel classes.

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.

### 2018-2019 Holiday Calendar

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th of July</td>
<td>July 4, 2018</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 3, 2018</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 22, 2018 - November 25, 2018</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 23, 2018 - January 1, 2019</td>
</tr>
<tr>
<td>Martin Luther King Jr Day</td>
<td>January 21, 2019</td>
</tr>
<tr>
<td>President’s Day</td>
<td>February 18, 2019</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 19, 2019</td>
</tr>
<tr>
<td>Easter</td>
<td>April 21, 2019</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27, 2019</td>
</tr>
</tbody>
</table>

### Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the College and may apply to a program in place of a required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. The equivalencies are subject to change based on program update or College need. Equivalent courses must be an equal level or higher, and have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated, when a combination of multiple courses is used to satisfy an equivalency with a course, the excess credits from the combination may apply towards the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program. If all courses needed to satisfy a combination equivalency are not completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy. When two equivalent courses are completed, only the most recent course completed will be counted for credit and grade point average calculations.

The College may also provide course options which are not direct equivalencies to the required course, but which the College has determined to be acceptable alternatives to a required course for a

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**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.
specific program.

**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 cancelled courses will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with students as early as possible.

**Directed Study**

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

**Concurrent Enrollment**

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

**Multiple University Degrees**

Students may earn multiple credentials from the University of Phoenix. The following policies apply:
- Only one degree in a specific discipline may be earned at each program level (i.e. bachelor and/or graduate); however, students can earn multiple degrees in different disciplines. For purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique University of Phoenix credits.
- Graduate degree-seeking students must complete a minimum of 18 credits toward an additional graduate degree. Exceptions are outlined within programmatic policies.
- Bachelor degree-seeking students must complete a minimum of 30 unique credits of the additional bachelor degree’s required course of study in order to meet residency.
- Residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one program from the School of Advanced Studies with the exception of Educational Specialist (EdS). EdS graduates may return to the School of Advanced Studies and earn a doctorate degree.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program. Students cannot earn a certificate if all of the required courses were completed prior to the certificate being approved and available to be offered in their state or jurisdiction.

**Maximum Credit Limits**

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student’s actual start date in their program at the University. The number of credits completed within a 12 month period is limited by the program level of study the student is actively pursuing.
- All undergraduate students may complete a maximum of 45 UOPX credits in a 12 month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12 month period.

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

**Course Credits**

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

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

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.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver’s License
- International students may also submit: National Identity Card

The Registrar’s Office is the University’s designated department to review and route forms requiring a school official’s signature. If the Registrar’s Office cannot complete a form, the form will be routed to the appropriate department for completion.

University of Phoenix cannot comply with or complete certain forms. Directory information requests do not require a FERPA release form.

3rd Party Requests - A FERPA release is required if the form is to be faxed, mailed, or encrypted emailed to a third party for non-directory information.

Student Requests - A FERPA release form may be required if the form containing non-directory information is to be faxed, mailed, or encrypted emailed to the student and the student does not have the fax number, mailing address, or email address listed on the official student record.

Record Maintenance

University of Phoenix requires students to complete and sign all student-related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

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

Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member. Auditing students are governed by all University policies and procedures that apply to non-auditing students.

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

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

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

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to active duty of
more than 30 consecutive days. A call/order to active duty includes state-side deployment of active duty military personnel and deployment outside of the country. This does not include National Guard service under authority of State law.

The Military Deployment and Servicemember Readmission policies will also apply to servicemembers and reservists that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

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

The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) should give advanced verbal or written notice to Student Services as far in advance as is reasonable under the circumstances of the student's upcoming deployment. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g., a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the University may meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g., deployment paperwork or a letter from the student’s commanding officer) to confirm that military duty was the reason for the student’s absence.

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

The student must give oral or written notice of her intent to return to the school within three years after the completion of the period of service.

- A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to reenroll within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established leave of absence policy and general practices.

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

1. A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,
2. A dismissal of such person permitted under section 1161(a) of Title 10, USC,
3. A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.
4. With the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
5. If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed if the student were not separated.
6. If the student is admitted to a different program he/she will be charged no more than the tuition and fee charges that other students in the program are paying for the same academic year.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not begin attendance because of service in the uniformed services. The student will be considered to be enrolled with the same academic status as long as the University admits the student:

1. To the same program to which he or she was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to admission to a different program.
2. At the same enrollment status that the student last held, unless the student requests or agrees to admission at a different enrollment status.
3. With the same number of credit hours completed previously by the student, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
4. With the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
5. If the student is readmitted to the same program, the student will be assessed the same tuition and fee charges for the first academic year of return that he/she would have been assessed during the academic year when the student left the university. However, if the student’s veteran’s education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school will assess those charges to the student as well. For subsequent academic years, a student admitted to the same program will be charged no more than the institutional charges that other students in the program are assessed for that academic year.
6. If the student is admitted to a different program he/she will be charged no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where he/she left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point he or she left off, the University determines that the student is unable to complete the program, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point he or she left off or to enable the student to complete the program, the University is not required to readmit the student.

**Military Deployment**

The University of Phoenix adheres to the Higher Education Opportunity Act (HEOA) to support the educational needs of service-member students who are deployed.

At the time a student learns he or she will be deployed, students are advised to notify Student Services either orally or in writing. It is recommended that documents sufficient to show the student will be deployed, such as, but not limited to, a copy of the military deployment paperwork or a signed official letter from the commanding officer, be submitted to the student’s campus. Although this formal documentation is not required at the time of deploy-
Preferred Transfer Institution Policy Exceptions

Transient Student Policy

Students attending the University as transient students:
- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University’s Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution’s academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Aplicants to the University of Phoenix who are transferring from closed (or closing) institutions will be allowed exceptions to specific University of Phoenix admission and academic policies if University of Phoenix is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the university:
1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education credit recommendations
3. National testing program credit earned from:
   a. College Level Examination Program (CLEP®)
   b. Excelsior
   c. Berlitz
   d. National League of Nursing Exams (NLN)
   e. Advanced Placement Examinations (AP)
   f. Defense Language Proficiency Tests (DLPT)
   g. College Level General Education Development (GED)
   h. DSST Exams (previously DANTES and USAFI)
4. Prior learning that has been assessed for credit-worthiness by either the Prior Learning Assessment department or by one of the University’s Colleges, Schools, or Provost’s Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are original from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escript, or EDI directly to the University of Phoenix.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with International credentials will be placed on an Admissions status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

CLEP® is a registered trademark of the College Entrance Examination Board, registered in the U.S. and/or other countries.

Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University’s Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAE are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:
1. Credit-bearing coursework in which students earn a minimum grade of “C-” or grades of credit, pass or satisfactory may be
accepted towards student's degree requirements. 
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Lower and upper division credit is transferred as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit and limitations are determined by program requirements and by state or jurisdiction of the student's residence.

Specific regulatory requirements regarding credit limit applications are listed in the grid below and apply to residents regardless of modality of study (unless otherwise stated in the grid below). Use this grid for the given states only.

Coursework earned in the following manners will not be accepted in direct transfer towards University degree requirements:
1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer, only the credit awarded to the initial transfer activity will be accepted and reviewed for applicability to the student's program.
2. Professional development level or vocational courses as determined by the issuing institution’s transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix into an undergraduate bachelor degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT [all concentrations]) with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

California block transfer policy: Students transferring to University of Phoenix into an undergraduate baccalaureate degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HIS, BS/HST, and BSIT [all concentrations] or students residing in Arkansas, Nevada, Oregon, Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California College or University will be considered as satisfying their General Education liberal arts component for their degree program. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

Students may appeal transfer activity evaluation decisions to the Student Appeals Center within 90 days from notification of the decision by the University.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Credit Transfer

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

The University Credit Transfer Policy can be viewed at http://www.phoenix.edu/tuition_and_financial_options/policies/credit_transfer_policy.html

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the partner transfer institution and provide academic records, including an official transcript, for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Articulation Agreements

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

Corporate Partnerships

A list of corporations with which University of Phoenix has established credit recommendation guides through corporate partnerships can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html

Servicemembers Opportunity College

University of Phoenix is a current member of the Servicemembers Opportunity Colleges Degree Network System (DNS). The DNS is a group of institutions selected to provide servicemembers and their eligible family members the opportunity to complete college degrees without losing credit because of frequent changes in duty station. For example, many courses offered by member institutions have two-way guaranteed transferability to provide more flexibility and options in order to satisfy degree requirements. The SOC DNS Student Agreement issued to all eligible students at member institutions provides a complete evaluation of the servicemember's prior learning, including courses from other colleges and universities, military training courses, military occupational experience,
nationally-recognized exams, and other non-traditional credit, as well as clearly identifying requirements for completing the degree. Current SOC Degree Network System membership and participating degree information is available at https://gosoced.org/ and https://gosoced.org/search-the-network. Although University of Phoenix is currently a member of the SOC Degree Network System, membership or participating degrees may change at any time.

**Nondiscrimination Policy**

University of Phoenix is guided by the principle of equal opportunity and respect for others. The University is firmly committed to providing equal opportunity in its educational programs and activities, including admission, and employment practices. The University will not tolerate any discrimination or harassment of any kind including, but not limited to, race, color, religion, sex (including pregnancy or childbirth), sexual orientation, gender identity, gender expression, gender transition, transgender status, gender variance, age, ethnicity, national origin, disability, veteran status, or any other category protected by federal, state, or local law. More specifically, the University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination in Employment Act of 1974, and any other applicable federal, state, or local law.

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

**Discrimination Grievance Procedures:**

1. Students, faculty, or staff alleging discrimination should present their grievance as soon as possible after the incident(s) that gave rise to the allegation(s). In most cases, a grievance should be submitted within six weeks after the alleged incident(s).
2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, gender transition, transgender status and gender variance) must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.
   a. All University staff members are considered “responsible employees.” This means University staff (e.g. faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sex discrimination (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.
   b. The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf).
3. All other discrimination claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
   a. The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of discrimination and the alleged actions.
   b. If the appropriate director or designee finds that there is a factual connection between the allegation of discrimination and the alleged actions then one of the following procedures will be followed:
      i. If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.
      ii. If the accusation is against a student then the Student Code of Conduct procedures apply.
      iii. If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.
      iv. In the event that the University finds that the discrimination was not caused by an individual’s actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the discrimination and prevent its recurrence. These steps may include revising a policy or practice that has resulted in discrimination, eliminating the policy or practice, and/or addressing any effects of the discrimination on the individual filing the grievance.

**Harassment Policy**

The environment at each of the University's locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all campuses, learning centers and central administration locations. Harassing behavior can range from inappropriate to illegal. Conduct on the part of faculty, staff, students or third parties which would violate this policy includes, but is not limited to:

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

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. The University encourages those who experience or witness harassment to report the behavior for investigation. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

**Harassment Grievance Procedures**

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

Allegations of sexual harassment must be presented to Camie Pratt, Vice President and Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-S907, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.
• All University staff members are considered "responsible employees." This means University staff (e.g., faculty members, enrollment representatives, academic or finance advisors, managers, etc.) cannot keep complaints confidential and are required to immediately report any instances of alleged sexual harassment (including the identities of both the victim and alleged perpetrator) to the Title IX Coordinator.
• The Title IX Coordinator or their designee will follow procedures outlined in the University's Title IX/VAWA Policy (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf). All other harassment claims should be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
• The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
• If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
  • If the accusation is against a faculty member then the Faculty Code of Conduct procedures apply.
  • If the accusation is against a student then the Student Code of Conduct procedures apply.
  • If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.
• In the event that the University finds that the harassment was not caused by an individual’s actions, but rather by a discriminatory policy or practice, the University will take steps to remedy the harassment and prevent its recurrence. These steps may include reviewing a policy or practice that has resulted in harassment, eliminating the policy or practice, and/or addressing any effects of the harassment on the individual filing the grievance.
• In instances where it is determined that harassment did not occur, involved parties are issued a closure letter which reflects that the investigation did not find substantial evidence of harassment.

Accessibility and Disability Services

The University recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Determination of accommodations and compliance with the ADA and the Rehabilitation Act for students are managed by the University Accessibility and Disability Services Office. 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.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: http://www.phoenix.edu/students/disability-services.html. The department’s mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K302
Phone: 480.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at http://www.phoenix.edu/accessibility.html, or can contact accessibilitysupport@phoenix.edu.

The University’s Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Student Organizations

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

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:
• Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
• All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.
• Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
• Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
• Recognized Student Organizations must have a published purpose/mission, operate under a formal leadership/governance structure, and maintain membership rosters, financial statements, meeting minutes, etc. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
• Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University.
• Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix or any other subsidiaries of Apollo Education Group, Inc. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.

• The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix or any other subsidiaries of Apollo Education Group, Inc.

• Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.

• Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.

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

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

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

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

• The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.

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

Approved Recognized Student Organization "Types"

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

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

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

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

Approved Recognized Student Organization Recognition "Statuses"

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

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

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

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

Acceptable Computer Use for Faculty and Student

University computing and communication resources are for approved business and educational purposes consistent with University policies and procedures.

• Computing and communication resources comprise all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
• 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.

• By using University computing and communication resources all users, including students and faculty, assume personal responsibility for appropriate use and agree to comply with this policy and all other applicable University policies, including but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable city, state and federal laws and regulations. Any user using the University’s computing and communication resources in violation of the foregoing, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and/or laws. 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, members of the Apollo Education Group Information Security (or other personnel designated by information security) 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 Code of Conduct (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 cannot 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
Unauthorized, anonymous communication is prohibited. (All unlawful communications, including threats of violence, do not represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.

**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 the University Office of Dispute Management or Apollo Education Group Information Security.

**Office of Dispute Management**

4025 S. Riverpoint Parkway, Mail Stop: CF-S907
Phoenix, AZ 85040
602-557-5566
Email: uop phoenix@ phoenix.edu

**Apollo Group Information Security**

4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606
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 faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

**Violation Examples**

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

**Do Not Call Policies**

- Consumers (including students and potential students) who are listed on a state-specific or the federal National Do Not Call Registry may not be called for sales or solicitation purposes unless they have provided consent to the University, or an Established Business Relationship (EBR) exemption exists.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

**Institutional Review Board**

- The University of Phoenix Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study. (R1)
- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
The University of Phoenix (UOPX) holds a Federal Wide Assurance filed with the U.S. Department of Health and Human Services (FWA: 00004202) and maintains an Institutional Review Board (IRB) to assure that all University research involving human subjects complies with federal human research regulations (45 CFR 46).

The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).

UOPX has charged the Institutional Research Board (IRB) with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.

All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of the University are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects’ ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI human subjects’ ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. Researchers’ CITI certification must be in place throughout all aspects of the research study. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

**Required Procedures: IRB Review, Research and Reports**

- **IRB Review:** The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.

- **IRB Research:** The UOPX IRB provides annual oversight of studies that are determined Non-Exempt. Researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

- **IRB Reports:** The UOPX IRB may reach out to researchers if the following situations occur: Serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact the University or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate or possibly relate to participation in the research (possibly relate means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

**Research, Scholarship, and Surveys**

**General Research Policies**

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.

- Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.

- All individuals associated with or conducting research at the University level must gain approval prior to conducting all research, scholarship, and/or surveys, in or on University of Phoenix.

- Researchers are student, faculty, staff, or external constituents of University of Phoenix who plan to systematically collect and analyze data for public dissemination.

- This policy applies to students, faculty, and staff associated with the University, all external requests that include University records, data, or materials, and all associated University systems, websites, and/or tools.

- Failure to Comply: Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct and/or Employee Handbook.

- All researchers using University of Phoenix as a subject for research require Committee on Research (COR) approval prior to Institutional Review Board (IRB) approval. IRB will not approve any UOPX focused studies without COR approval. COR is a university-wide committee run by the Office of Scholarship Support.
University of Phoenix, 2018-2019

• If the subject of any proposed research is UOPX, the COR shall be responsible for the review and approval of any and all research and scholarship, for public dissemination conducted on University of Phoenix students, faculty, staff, or data regardless of the researchers affiliation with University of Phoenix.
• All research conducted by any student, faculty, or staff of UOPX is subject to IRB approval. The IRB is a federally required review of all research requests to determine:
  - if the work is research,
  - if the research is on human subjects, AND
  - if human subjects are involved, the overall risks and if they are protected and treated fairly.
• IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB.
  Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.

**Required Procedures: Conducting Research on University of Phoenix Students, Faculty, Staff or Data**

• All researchers using University of Phoenix as a subject (i.e.: using UOPX students, faculty, staff, or data) for their research, must submit a formal request to the Committee on Research (COR) for approval prior to conducting research.
• The COR can be found at https://research.phoenix.edu/content/committee-research.
• Example situations for submittal include:
  • When the person or group wanting to perform the research has no active affiliation with the University of Phoenix (e.g. a professional researcher connected to a higher education organization other than UOPX), and/or
  • When the research being pursued falls outside the UOPX person’s normal scope of responsibility or authority, and/or
  • When the results of the research being pursued will be provided to a person, organization, or audience external to the University and/or when the provision of this information would fall outside standard institutional processes and/or the normal responsibilities for the person or group doing the research.

**Minor Children on Campus**

**Policy on the Protection of Children for RedFlint Innovation Center**

University of Phoenix is committed to maintaining a supportive and safe educational environment, one that seeks to enhance the well-being of all members of the University community and that includes creating a secure environment for children who may participate in University activities or workshops or be present at University facilities or events.

**Vaccinations and Immunizations**

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

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

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

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

Federal

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

Regional Accreditation


For more information about University of Phoenix accreditations and licensures, please visit http://www.phoenix.edu/about_us/accreditation.html.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
Fax: 312.263.7440
http://hlcommission.org

State and International Licensures

University of Phoenix is approved to operate in most U.S. states, territories and possessions, either through licensure, registration, general or specific approvals, or annual extension of exemption.
- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii Post-Secondary Education Authorization Program (HPEAP) from
- State of Hawaii, Department of Commerce & Consumer Affairs
- Illinois Board of Higher Education
- 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
- State of Missouri Coordinating Board of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada Commission on Postsecondary Education
- New Jersey Secretary of Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Ohio Board of Regents
- Oregon Higher Education Coordination Commission
- Pennsylvania Department of Education
- Consejo de Educación de Puerto Rico/Puerto Rico Education Council
- South Carolina Commission on Higher Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah Division of Consumer Protection
- The State Council of Higher Education for Virginia
- Washington Student Achievement Council
- West Virginia Higher Education Policy Commission

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

Business Accreditation
The University of Phoenix School of Business offers the following programs that are accredited by the Accreditation Council for Business Schools and Programs (ACBSP):
- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy
- Doctor of Business Administration
- Doctor of Management
For additional information, please visit acbs.org

Accreditation Council for Business Schools and Programs
11520 W 119th St
Overland Park, KS 66213

Nursing Accreditation
The Bachelor of Science in Nursing and the Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, please visit www.aacn.nche.edu/ccne-accreditation.

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001

Education Accreditation
The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).
The following initial teacher preparation programs are accredited at the Hawaii Campus:
- Bachelor of Science in Education / Elementary Education
- Master of Arts in Education / Elementary Education
- Master of Arts in Education / Secondary Education
- Master of Arts in Education / Special Education
The following initial teacher preparation and advanced preparation programs are accredited at the Utah Campus:
- Bachelor of Science in Education / Elementary Education
- Master of Arts in Education / Elementary Education
- Master of Arts in Education / Secondary Education
- Master of Arts in Education / Special Education
- Master of Arts in Education / Administration and Supervision
For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona, California, Hawaii, and Utah. Educator preparation programs are offered in Florida based on home-state approval (Arizona). The College of Education offers state-specific initial and/or advanced educator preparation programs in these states. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

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

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

Additional Information
A student can view additional information at http://www.phoenix.edu/about_us/accreditation.html.
To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.
General Contact Information

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

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

Online
University of Phoenix
1625 W. Fountainhead Pkwy.
Tempe, AZ 85282-2371
866.766.0766

Admissions and Records Service Center
4025 S. Riverpoint Pkwy.
Mail Stop: CF-L308
Phoenix, AZ 85040
800.866.3919
480.446.4600
ARSC@phoenix.edu

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

Faculty
University faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the Faculty Credentials section at www.phoenix.edu/faculty. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to http://www.phoenix.edu/campus-locations.html

Faculty profiles can be found at http://www.phoenix.edu/faculty/our_faculty.html

Student Borrowing

During the period of time spanning July 1, 2016, through June 30, 2017 53.5% of students enrolled received federal student loans.

Loan Default Rate
The University’s loan default rate for Fiscal Year 2014 is 12.8 and the national average is 11.5. The University’s loan default rate for Fiscal Year 2013 is 13.3 and the national average is 11.3.

Median Borrowing
The median federal debt of undergraduate borrowers who completed is $32,813. The Federal loan payment over ten years for this amount is approximately $339 per month. Your borrowing may be different.

Graduation Rates
In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of full-time, first-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2011-2012 cohort and the percentages of those students who graduated within 150% by Aug. 31, 2017.

The table below shows FTFT undergraduate students and is derived from the IPEDS graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education, and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans, or neither type of aid during the 2011-2012 cohort year (September 1 - August 31).

<table>
<thead>
<tr>
<th>FTFT Degree- or Certificate-seeking Undergraduate Students in the 2011-2012 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled FTFT Undergraduates *</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Totals 60,498</td>
</tr>
<tr>
<td>Male 17,042</td>
</tr>
<tr>
<td>Female 43,456</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonresident Alien 697</th>
<th>166</th>
<th>24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino 5,527</td>
<td>995</td>
<td>18%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native 569</td>
<td>71</td>
<td>12%</td>
</tr>
<tr>
<td>Asian 304</td>
<td>81</td>
<td>27%</td>
</tr>
<tr>
<td>Black or African American 16,169</td>
<td>1,711</td>
<td>11%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander 263</td>
<td>45</td>
<td>17%</td>
</tr>
<tr>
<td>White 20,232</td>
<td>4,222</td>
<td>21%</td>
</tr>
<tr>
<td>Two or more races 1,949</td>
<td>268</td>
<td>14%</td>
</tr>
</tbody>
</table>
Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree and/or certificate-seeking students from the previous fall who were still enrolled in the next fall.

<table>
<thead>
<tr>
<th>Race or Ethnicity Unknown</th>
<th>Enrolled FTFT Undergraduates</th>
<th>Graduated Within 150% Timeframe Allowed</th>
<th>Graduation Percent Enrolled FTFT Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>14,788</td>
<td>1,033</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Pell Grant Recipients</td>
<td>49,761</td>
<td>6,838</td>
<td>14%</td>
</tr>
<tr>
<td>Subsidized Stafford Loan Recipients who did not receive a Pell Grant</td>
<td>3,269</td>
<td>771</td>
<td>24%</td>
</tr>
<tr>
<td>Students who received neither Pell Grants nor Subsidized Stafford Loans</td>
<td>7,468</td>
<td>983</td>
<td>13%</td>
</tr>
</tbody>
</table>

*Excludes 108 students who became deceased after entering the cohort, but before they graduated.

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the IPEDS. Data reported are for enrolled full-time students. Table 1 represents all enrolled students from July 1, 2016, through June 30, 2017. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2016, through June 30, 2017, timeframe are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

<table>
<thead>
<tr>
<th>Total Enrolled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>222,647</td>
</tr>
<tr>
<td>Male</td>
<td>75,672</td>
</tr>
<tr>
<td>Female</td>
<td>146,975</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>3,564</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>23,360</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1,146</td>
</tr>
<tr>
<td>Asian</td>
<td>3,409</td>
</tr>
<tr>
<td>Black/African American</td>
<td>44,582</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1,554</td>
</tr>
<tr>
<td>White</td>
<td>60,134</td>
</tr>
<tr>
<td>Two or more races</td>
<td>5,224</td>
</tr>
<tr>
<td>Unknown</td>
<td>79,674</td>
</tr>
</tbody>
</table>

Retention Rates for FTFT Undergraduate Students

| Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016)* | 4,747 |
| Count of FTFT undergraduate students enrolled Fall 2016 (8/1/2016 to 10/31/2016) still enrolled as of 8/1/2017 | 1,132 |

*Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than 1 year in length who would not be expected to be retained in the following year.

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

<table>
<thead>
<tr>
<th>Pell Grant Recipients</th>
<th>Total Enrolled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21,558</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

28
Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2016 to June 30, 2017). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2016, to June 30, 2017 timeframe.

Types of Education in Which Graduates Enroll
In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution’s four-year degree programs enrolled.

Approximately 11% of students who completed a bachelor’s degree from University of Phoenix between July 1, 2016, to June 30, 2017, went on to enroll in a graduate or professional program at University of Phoenix. The most common programs students enrolled in are as follows:

- Master of Business Administration
- Master of Science in Psychology
- Master of Management
- Master of Health Administration
- Master of Science/Administration of Justice and Security

The data is derived from the IPEDS Completions Survey (July 1, 2016 to June 30, 2017 data) and the IPEDS Fall Enrollment Survey (Aug. 1, 17 to Oct. 31, 2017 data).

Alumni Attending Graduate School
Fifty-five percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school. Of this 55%, 19% are currently pursuing a graduate degree at University of Phoenix. Forty-three percent of University of Phoenix master program graduates indicated they are attending or planned to attend a doctoral-level program. Of this 43%, 10% are currently pursuing a doctoral degree at University of Phoenix.

Sixty-five percent of University of Phoenix bachelor program graduates indicated they are attending or planned to attend a master-level program. Of this 65%, 24% are currently pursuing a master’s degree at University of Phoenix.

This data is derived from the 2014 Academic Alumni Questionnaire distributed to alumni who graduated from September 1, 2011 to August 31, 2013. Bachelors graduate responses: 6,704, a response rate of 7.96% Masters graduate responses: 5,729, a response rate of 13.29%.

Working Alumni
Based on responses from the Alumni Association’s 2015 survey, the following represents the types of industry in which our alumni work:

<table>
<thead>
<tr>
<th>University of Phoenix Alumni Employment by Industry*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Manufacturing</td>
</tr>
<tr>
<td>Retail Trade (Non-Restaurant)</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>State and Local Government</td>
</tr>
<tr>
<td>Business Services</td>
</tr>
<tr>
<td>Social Services</td>
</tr>
<tr>
<td>Insurance</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Finance/Financial Services</td>
</tr>
<tr>
<td>Banking</td>
</tr>
<tr>
<td>Military</td>
</tr>
</tbody>
</table>

*Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

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

<table>
<thead>
<tr>
<th>University of Phoenix Alumni Occupation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer/Architect (including technology)</td>
</tr>
<tr>
<td>Finance/Accountant</td>
</tr>
<tr>
<td>Teacher/Educator/Education Administrator</td>
</tr>
<tr>
<td>Sales/Marketing Representative</td>
</tr>
</tbody>
</table>
In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University’s program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

**Title II HEA Pass-Rate Information**
Program completers achieved the following scores for academic year 2014–2015:

**Arizona**
Professional knowledge — Elementary: 99%
Professional knowledge — Secondary: 98%
Professional knowledge — Early Childhood: Less than 10 candidates, score not provided
Aggregate professional knowledge: 98.5%
Aggregate content areas: 94%
Special populations: 91%

**California**
California basic educational skills test (CBEST): 100%
Reading instruction competence assessment (RICA) — Elementary only: 80%
Aggregate content areas: 96%
Other academic content areas: 100%

**Colorado**
Aggregate academic content areas: 100%
Other academic content areas: 100%
Special populations: Less than 10 candidates, score not provided

**Hawaii**
Aggregate basic skills: 98%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

**Indiana**
Aggregate basic skills: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

**Missouri**
Aggregate professional knowledge: 100%

**Nevada**
Aggregate basic skills: 97%
Aggregate academic content areas: 100%
Aggregate professional knowledge: Less than 10 candidates, score not provided
Aggregate teaching special education: Less than 10 candidates, score not provided

**New Mexico**
Aggregate teacher competency: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

**Oregon**
Aggregate teacher competency: Less than 10 candidates, score not provided
Aggregate academic content areas: Less than 10 candidates, score not provided

**Texas**
Aggregate professional knowledge: 91%

**Utah**
Aggregate academic content areas: 100%
Aggregate teaching special populations: Less than 10 candidates, score not provided

**Program Information for Academic Year 2014–2015**

<table>
<thead>
<tr>
<th></th>
<th>AZ</th>
<th>CO</th>
<th>CA</th>
<th>HI</th>
<th>IN</th>
<th>MO</th>
<th>NM</th>
<th>NV</th>
<th>OR</th>
<th>TX</th>
<th>UT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
<td>7,462</td>
<td>189</td>
<td>1,310</td>
<td>136</td>
<td>72</td>
<td>64</td>
<td>127</td>
<td>300</td>
<td>3</td>
<td>56</td>
<td>95</td>
</tr>
</tbody>
</table>
Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at http://www.fafsa.gov. This is the first step in determining a student's eligibility for federal financial aid. Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state- and/or program-specific information at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

In addition to the FAFSA, the following forms may be completed during the federal financial aid process:

- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling
- Financial Aid Authorization form if, and only if, a student chooses this option
- University of Phoenix Loan Request form

A student should reapply for financial aid prior to the start of each new academic year.

Statement of Educational Purpose

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies the following: (1) use federal and/or state student financial aid only to pay the cost of attending an institution of higher education,* (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, (4) will notify college if defaulting on a federal student loan, and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

The parent or student signing the FAFSA agrees, if asked, to provide information that will verify the accuracy of the completed form. This information may include federal or state income tax forms filed or that are required to file. In addition, the parent or student certifies and understands that the Secretary of Education has the authority to verify information reported on this application with the IRS and other federal agencies. If the parent or student signs any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or other credential, that person certifies that he or she is the person identified by the PIN, username and password, and/or other credential and has not disclosed that PIN, username and password, and/or other credential to anyone else. If the parent or student purposely gives false or misleading information, he or she may be fined up to $20,000, sent to prison or both.

* Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus-locations.html
General Eligibility Requirements

General eligibility requirements for federal financial aid are as follows:

- Be a U.S. citizen or an eligible noncitizen.
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Be registered with Selective Service, if you’re a male (you must register between the ages of 18 and 25).
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.*
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
- Sign statements on the Free Application for Federal Student Aid
- Show you are qualified to obtain a college or career school
- Maintain satisfactory academic progress in college or career school.
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
- Sign statements on the Free Application for Federal Student Aid
- Show you are qualified to obtain a college or career school
- Maintain satisfactory academic progress in college or career school.
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.
- Sign statements on the Free Application for Federal Student Aid
- Show you are qualified to obtain a college or career school
- Maintain satisfactory academic progress in college or career school.
- Be enrolled at least half-time to be eligible for Direct Loan Program funds.
- Maintain satisfactory academic progress in college or career school.

For additional eligibility requirements, visit: http://studentaid.ed.gov/eligibility/basic-criteria and review the Student/Parent Eligibility Policy in the Financial Aid Policies appendix.

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

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

For additional information on how the University defines its selection criteria and packaging philosophy for awarding FSEOG consistently to all eligible students, please review the Campus-Based Programs Policy in the Financial Aid Policies appendix.

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

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

For additional information on how the University calculates and awards IASG grants please review the Federal Pell/Iraq and Afghanistan Grant Policy in the Financial Aid Policies appendix.

State Grant Programs

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

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

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. - see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time. The list below is deemed complete, but please confirm with your state.

ETV (Education Training Voucher) Program for Alabama, Arizona, Colorado, Indiana, Louisiana, Maryland, Missouri, New York, North Carolina, Ohio and Washington D.C.
http://www.fc2sprograms.org/

ARIZONA
Arizona Commission for Postsecondary Education (ACPE)
602.258.2435
https://highered.az.gov
Leversing Educational Assistance Partnership (LEAP) Grant
https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap

Math, Science, Special Education (MSSE) Teacher Forgiveness Loan Program
https://azgrants.az.gov/math-science-and-special-education-teacher-loan-forgiveness-program

HAWAII
Kamehameha Schools Financial Aid and Scholarship Services (FASS)
800.344.8328
http://www.ksbe.edu/finaid/
Na Ho Okama A Pauahi
Imi Na Auao
http://www.ksbe.edu/finaid/

MAINE
http://maine.gov/portal/education/
Gaining Early Awareness and Readiness for Undergraduate Programs
866.291.0004
http://www.gearupme.org

MICHIGAN
Gaining Early Awareness and Readiness for Undergraduate Programs
888.447.2687
http://www.michigan.gov/mistudentaid/0,4636,7-128-60969_61016--,,00.html

OHIO
Ohio Higher ED
http://www.ohiohighered.org/
Ohio College Opportunity Grant Program
Tamika Braswell
614.728.8862
https://www.ohiohighered.org/ocog
Nurse Education Assistance Loan Program
Melissa Marshall
614.466.3561
https://www.ohiohighered.org/nealp
Ohio War Orphans Scholarship
Amber Brady
614.752.9528
https://www.ohiohighered.org/ohio-war-orphans
Ohio Education Training Voucher (ETV) Program
855.471.1931
http://www.fc2sprograms.org/ohio/
Ohio National Guard Scholarship Program
Afrika Alsup
614.336.7143 | 888.400.6484
http://ong.ohio.gov/information/education/scholarship_index.html

VERMONT
Vermont Student Assistance Corp (VSAC)
888.307.8722 | Burlington area 654.3765
http://services.vsac.org/wps/wcm/connect/vsac/VSAC
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
Vermont Incentive Grant Program
http://services.vsac.org/wps/wcm/connect/vsac/VSAC/
Pay+for+College/Funding+Sources/Grants/

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

Scholarships
Institutional Scholarships
University of Phoenix offers a number of institutional scholarships, which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The University often partners with organizations to promote scholarship programs. These scholarships are available to potential students or alumni. The CSE website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

External Scholarships
Private outside entities develop and fund external scholarships, some of which are listed at http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html. External scholarships are available to the general public, which may include University of Phoenix students. A student’s eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. The CSE evaluates external scholarship programs, determines applicability to the University student populations, and communicates these opportunities to students and campuses. The website is updated regularly as opportunities become available.

Loans
Federal Direct Loan (DL) Program
Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.
Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time. Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower’s eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower’s educational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit https://studentloans.gov/myDirectLoan/directSubsidizedLoanTimeLimitation.action. *Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013.

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=subUnsubMpn, and the Direct Loan Disclosure Statement.

Borrower’s Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower’s Rights and Responsibilities Statement, http://www2.ed.gov/offices/OSFAP/DirectLoan/dlrights.pdf, attached to the Master Promissory Note (MPN). For more detailed information on eligibility and how to apply for a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

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

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=parentPlusMpn

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

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.

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

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

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/launchMpn.action?mpnType=gradPlusMpn

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

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

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

For additional information on the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive, please review the Direct Loan Policy in the Financial Aid Policies appendix.
Federal Direct Subsidized and Unsubsidized Annual Loan Limits

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Dependent Undergraduate Student</th>
<th>Independent Undergraduate Student</th>
<th>Graduate/Professional Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Freshman</td>
<td>$5,500 - No more than $3,500 of this amount may be subsidized loan</td>
<td>$9,500 - No more than $3,500 of this amount may be subsidized loan</td>
<td>$20,500 Unsubsidized Loan only.*</td>
</tr>
<tr>
<td>2 Sophomore</td>
<td>$6,500 - No more than $4,500 of this amount may be subsidized loan</td>
<td>$10,500 - No more than $4,500 of this amount may be subsidized loan</td>
<td></td>
</tr>
<tr>
<td>3 &amp; 4 Junior and Senior</td>
<td>$7,500 - No more than $5,500 of this amount may be subsidized loan</td>
<td>$12,500 - No more than $5,500 of this amount may be subsidized loan</td>
<td></td>
</tr>
<tr>
<td>Maximum total loan debt (aggregate loan limits)</td>
<td>$31,000 - No more than $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500 - No more than $23,000 of this amount may be in subsidized loans</td>
<td>$138,500 - No more than $65,500 of this amount may be in subsidized loans.</td>
</tr>
</tbody>
</table>

Undergraduate certificate programs — Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

* Graduate and professional students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012.

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

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit http://studentaid.ed.gov/types/loans/interest-rates

Interest Rate Cap for Military Members

During military service, students who qualify under the Service-members Civil Relief Act may be eligible for 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

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

Private Student Loans

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

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

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

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

For additional information, please review the Private Loans Policy in the Financial Aid Policies appendix.

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs.

If a student is eligible, Student Financial Services - Operations calculates an estimated financial aid award and provides notification to the student. The notification includes eligibility information for each financial aid program awarded, as well as the amount and anticipated disbursement dates. This notification may be electronic. Generally, financial aid awards are divided into two payment periods. Payment periods are based on individual course schedules and follow academic year requirements.

Federal Pell Grant eligibility for an undergraduate student is estimated before originating a Direct Subsidized or Unsubsidized
Loan. In addition, a Direct Unsubsidized Loan is not originated without first determining the eligibility for a Direct Subsidized Loan. However, if the amount of the Direct Subsidized Loan is $200 or less and the amount can be included as part of a Direct Unsubsidized Loan, the University is not required to originate a separate Subsidized Loan.

For a dependent student, the University may originate and disburse Parent PLUS funds without determining Federal Pell Grant and Direct Subsidized Loan eligibility. For a graduate student, the University must determine graduate/professional maximum Direct Unsubsidized Loan eligibility before originating a Graduate/Professional PLUS Loan.

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

State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority.

Institutional grant and scholarship eligibility determination will vary.

Schedule Requirements
The University defines its academic year as follows:
- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor’s programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master’s programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

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

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs.

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

The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications.

If a student is selected for verification, the University will request the student provide all applicable documentation, which may include, but is not limited to, the following:
- IRS-issued federal tax return transcript(s)
- IRS W-2 form for each source of employment income
- Verification worksheet
- Documentation of high school completion
- Government-issued photo identification
  - To comply with 18 USC § 701, the University is unable to make or accept photo copies of military identification cards.
  - Copies of military identification cards will not be accepted.
- Statement of Educational Purpose

Additional documents may be required by the University to complete the verification process.

A student will receive written notification from the University of verification requirements, required documentation and the timeframe for completion of the process.

The student must return any requested verification documents within 30 days of receiving written notification from the University. If verification documents are not received within this timeframe, the University will cease processing his or her financial aid request.

Applicants selected for verification must complete the process by the federally published deadline or 120 days after the last day of the student’s enrollment, whichever is earlier.

For additional information on the different verification groups and types of documents acceptable to complete the verification process, please review the Verification Policy of Financial Aid Policies appendix.
**Cost of Attendance**

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's current COA per college. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

<table>
<thead>
<tr>
<th>College of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost of Attendance Components</strong></td>
<td><strong>Associate 9 Week</strong></td>
</tr>
<tr>
<td>Tuition</td>
<td>$9,288.00</td>
</tr>
<tr>
<td>rEsource Fees</td>
<td>$1,359.00</td>
</tr>
<tr>
<td>Living Expense and Loan Fees*</td>
<td>$7,110.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,635.00</td>
</tr>
<tr>
<td>Transportation/Miscellaneous/Personal care expenses</td>
<td>$2,430.00</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$45.00</td>
</tr>
<tr>
<td><strong>Annual COA</strong></td>
<td>$17,757.00</td>
</tr>
</tbody>
</table>

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board. Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses.

**The figures provided for certificate programs are illustrative and based on 24 credits.

<table>
<thead>
<tr>
<th>College of Health Professions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost of Attendance Components</strong></td>
<td><strong>Undergraduate Certificate</strong></td>
</tr>
<tr>
<td>Tuition</td>
<td>$9,500.00</td>
</tr>
<tr>
<td>rEsource Fees</td>
<td>$1,360.00</td>
</tr>
<tr>
<td>Living Expense and Loan Fees*</td>
<td>$7,890.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$5,150.00</td>
</tr>
<tr>
<td>Transportation/Miscellaneous/Personal care expenses</td>
<td>$2,700.00</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$40.00</td>
</tr>
<tr>
<td><strong>Annual COA</strong></td>
<td>$18,750.00</td>
</tr>
</tbody>
</table>

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board. Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses.

**The figures provided for certificate programs are illustrative and based on 21 credits.

<table>
<thead>
<tr>
<th>College of Humanities and Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost of Attendance Components</strong></td>
<td><strong>Undergraduate Certificate</strong></td>
</tr>
<tr>
<td>Tuition</td>
<td>$8,145.00</td>
</tr>
<tr>
<td>rEsource Fees</td>
<td>$1,188.00</td>
</tr>
<tr>
<td>Living Expense and Loan Fees*</td>
<td>$7,101.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,635.00</td>
</tr>
<tr>
<td>Transportation/Miscellaneous/Personal care expenses</td>
<td>$2,430.00</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$36.00</td>
</tr>
<tr>
<td><strong>Annual COA</strong></td>
<td>$16,434.00</td>
</tr>
</tbody>
</table>

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board. Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses.

**The figures provided for certificate programs are illustrative and based on 21 credits.

***The figures provided for certificate programs are illustrative and based on 12 credits.

<table>
<thead>
<tr>
<th>College of Information Systems and Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Attendance Components</td>
<td>Undergraduate Certificate**</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Tuition</td>
<td>$7,096.00</td>
</tr>
<tr>
<td>rEsource Fees</td>
<td>$1,024.00</td>
</tr>
<tr>
<td>Living Expense and Loan Fees*</td>
<td>$6,312.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,120.00</td>
</tr>
<tr>
<td>Transportation/Miscellaneous/Personal care expenses</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$32.00</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$14,432.00</td>
</tr>
</tbody>
</table>

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses

**The figures provided for certificate programs are illustrative and based on 18 credits.

### School of Business

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Undergraduate Certificate**</th>
<th>Associate 9 Week</th>
<th>Associate 5 Week</th>
<th>Bachelor's Degree</th>
<th>Graduate Certificate**</th>
<th>Master's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$7,072.00</td>
<td>$9,459.00</td>
<td>$9,460.00</td>
<td>$9,380.00</td>
<td>$12,528.00</td>
<td>$16,632.00</td>
</tr>
<tr>
<td>rEsource Fees</td>
<td>$1,024.00</td>
<td>$1,359.00</td>
<td>$1,360.00</td>
<td>$1,360.00</td>
<td>$1,170.00</td>
<td>$1,560.00</td>
</tr>
<tr>
<td>Living Expense and Loan Fees*</td>
<td>$6,312.00</td>
<td>$7,110.00</td>
<td>$7,900.00</td>
<td>$7,920.00</td>
<td>$7,155.00</td>
<td>$9,540.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,120.00</td>
<td>$4,635.00</td>
<td>$5,150.00</td>
<td>$5,150.00</td>
<td>$4,635.00</td>
<td>$6,180.00</td>
</tr>
<tr>
<td>Transportation/Miscellaneous/Personal care expenses</td>
<td>$2,160.00</td>
<td>$2,430.00</td>
<td>$2,700.00</td>
<td>$2,700.00</td>
<td>$2,430.00</td>
<td>$3,240.00</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$32.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>$70.00</td>
<td>$90.00</td>
<td>$120.00</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$14,408.00</td>
<td>$17,928.00</td>
<td>$18,720.00</td>
<td>$18,660.00</td>
<td>$20,853.00</td>
<td>$27,732.00</td>
</tr>
</tbody>
</table>

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses

**The figures provided for certificate programs are illustrative and based on 18 credits.

### School of Nursing

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Undergraduate Certificate**</th>
<th>Associate 9 Week</th>
<th>Associate 5 Week</th>
<th>Bachelor's Degree</th>
<th>Graduate Certificate**</th>
<th>Master's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$9,500.00</td>
<td>$9,459.00</td>
<td>$9,460.00</td>
<td>$9,410.00</td>
<td>$13,486.00</td>
<td>$14,544.00</td>
</tr>
<tr>
<td>rEsource Fees</td>
<td>$1,360.00</td>
<td>$1,359.00</td>
<td>$1,360.00</td>
<td>$1,360.00</td>
<td>$1,364.00</td>
<td>$1,560.00</td>
</tr>
<tr>
<td>Living Expense and Loan Fees*</td>
<td>$7,890.00</td>
<td>$7,110.00</td>
<td>$7,900.00</td>
<td>$7,920.00</td>
<td>$8,745.00</td>
<td>$9,540.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$5,150.00</td>
<td>$4,635.00</td>
<td>$5,150.00</td>
<td>$5,150.00</td>
<td>$5,665.00</td>
<td>$6,180.00</td>
</tr>
<tr>
<td>Transportation/Miscellaneous/Personal care expenses</td>
<td>$2,700.00</td>
<td>$2,430.00</td>
<td>$2,700.00</td>
<td>$2,700.00</td>
<td>$2,970.00</td>
<td>$3,240.00</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$40.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>$70.00</td>
<td>$110.00</td>
<td>$120.00</td>
</tr>
<tr>
<td>Annual COA</td>
<td>$18,750.00</td>
<td>$17,928.00</td>
<td>$18,720.00</td>
<td>$18,690.00</td>
<td>$23,595.00</td>
<td>$25,644.00</td>
</tr>
</tbody>
</table>

*The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board Living expenses include allowances for room and board, transportation, and miscellaneous educational expenses

**The figures provided for certificate programs are illustrative and based on 21 credits.

### School of Health Services Administration

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Undergraduate Certificate**</th>
<th>Associate 9 Week</th>
<th>Associate 5 Week</th>
<th>Bachelor's Degree</th>
<th>Graduate Certificate**</th>
<th>Master's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$9,500.00</td>
<td>$9,459.00</td>
<td>$9,460.00</td>
<td>$9,410.00</td>
<td>$13,486.00</td>
<td>$14,544.00</td>
</tr>
<tr>
<td>rEsource Fees</td>
<td>$1,360.00</td>
<td>$1,359.00</td>
<td>$1,360.00</td>
<td>$1,360.00</td>
<td>$1,364.00</td>
<td>$1,560.00</td>
</tr>
</tbody>
</table>
For detailed information regarding actual tuition fees for programs and locations, contact a Finance Advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html

### Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student’s grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

### Undergraduate Grade-Level Determination

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Completed for Primary Program (Includes Transfer Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL 1 (freshman)</td>
<td>0-24</td>
</tr>
<tr>
<td>GL 2 (sophomore)</td>
<td>24-48</td>
</tr>
<tr>
<td>GL 3 (junior)</td>
<td>49-72</td>
</tr>
<tr>
<td>GL 4 (senior)</td>
<td>73+</td>
</tr>
</tbody>
</table>

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

### Conflicting Information

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

Other Resources

Students are required to disclose financial assistance that will be paid by a third party on their behalf. When a portion of a student’s cost of attendance is waived or paid by another source, other than federal financial aid, this is considered other resources. Examples of other resources include, but are not limited to, the following:
- External grants and scholarships
- University grants and scholarships
- Tuition assistance
- Military tuition benefits
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student’s education
- Private loans
- Private and state grants
- Tribal aid
- Other financial assistance paid directly to the University

Note: Adjustments to tuition due to an approved leave of absence, early payment discounts and cash payments made by the student will not count as other resources.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student’s expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student’s annual cost of attendance.

If the University receives additional other resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University’s Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at http://www.phoenix.edu/programs/degree-programs/academic-catalog.html

Satisfactory Academic Progress (SAP) for DVA Education Benefits

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

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPP). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive DVA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student DVA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for DVA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for DVA education benefits.

Federal Financial Aid Satisfactory Academic Progress Policy Overview

The University’s Federal Financial Aid Satisfactory Academic Progress (SAP) policy determines whether an otherwise eligible student is meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. This federal financial aid SAP policy does not supersede the institution’s academic SAP policy.

Policy

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

Qualitative Measure

GRADE POINT AVERAGE

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.
A student's cumulative program GPA is calculated using only those grades earned at the University for the current program of study. The program GPA is computed by adding the program applicable cumulative grade quality points earned (calculated by multiplying the credit hours and the weight of the grade earned in the course) and dividing it by the program applicable cumulative total number of credit hours completed. Courses from which the student withdraws are not included in the program GPA calculation for the qualitative measurement.

**Qualitative Exclusions**

The following are excluded from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - IN PROGRESS EXTENSION (IX)* (provided there is no formal grade)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)**
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)
- Assessed Credits

*The IX grade is only given to eligible students who require special accommodations (Americans with Disabilities Act) and provides additional time to complete a course. Faculty may select a completion date ranging from 5 to 15 weeks. The IX grade will default to an F grade when the course exceeds the completion date.

**QC grade (effective for classes in progress 9/9/2006): No grade was issued. No credits 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.
- The QC grade is available using a drop-down menu on eCampus.

**Quantitative Measure**

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

**Maximum Timeframe**

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student’s primary program of study to ensure completion of the program within the 150% maximum timeframe. If a student cannot complete the program within the maximum timeframe (as determined at the end of the payment period), the student will be placed on financial aid disqualification (FD) status without the ability to appeal.

**Pace of Completion**

The quantitative measure for the pace of completion is calculated using the following formula:

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

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

**Included in Pace of Completion**

The following are included as attempted in the pace of completion calculation:

- Courses that are waived with credit (WC)
- Assessed Credits
- Withdrawal (W)
- Withdrawal/Failing (WF)
- Courses completed with the following grades: A, B, C, D and F (+/-)
- In Progress (IP)
- Incompletes (I, IX and IF)
- No grade awarded (QC)

**Evaluation**

The University evaluates SAP for the student’s primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

**Financial Aid Warning**

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

**Financial Aid Disqualification**

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

**Financial Aid Probation**

Students who are granted an appeal will be placed on financial aid probation (FP) status and will have their financial aid eligibility reinstated based on the appeal. The University can disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. The student must meet the University’s SAP standards to maintain federal financial aid eligibility.
STUDENT NOTIFICATION
The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

STUDENT FINANCIAL AID APPEALS
Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website. If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to, the following:
- Death of a relative
- An injury or illness of the student
- Other special circumstances

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

RECOVING ELIGIBILITY AFTER PAYMENT PERIOD OF INELIGIBILITY
A student who is not making SAP regains eligibility only when the student is in compliance with the University’s SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student’s borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. BBAY is packaged for a full 24 credits and 40 weeks of instructional time. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

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

TRANSFER CREDITS-

TRANSFER CREDITS-

PROGRAM CHANGES
Students who change programs at the University are re-evaluated to determine which credits apply to the new program. If the five program change conditions are met (refer to the Program Changes Policy for further information), the student will remain in his or her original academic year. If the student changes back to a program he or she was previously in, the student’s SAP status will reflect the status of the original program. The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program.

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

Note: Repeat courses taken in a program are counted in the SAP status for that program.

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

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

Note: The University will complete verification before exercising professional judgment for students who have been selected for verification.

For additional information, please refer to the Professional Judgement Policy in the Financial Aid Policies appendix.

**Leave of Absence**

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

**Policy**
This policy is applicable to all students enrolled in degree programs at University of Phoenix.

If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence.

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

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

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

If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is an unofficial withdrawal and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

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

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

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

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

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

**Length**
In determining the length of the LOA, the LOA start date is the first day of the LOA, and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student’s initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class because of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University’s academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the student returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e., course start date). A new LOA request form will be required for any additional LOAs.

**Note:** At the time of the LOA approval, the University will review the LOA dates requested by the student and may adjust those dates based on ARAs, classes scheduled, etc.

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

**Institutionally Scheduled Breaks**
If a student submits an LOA request with a start date being the same day as the start of an institutionally scheduled break or a start date that falls within an institutionally scheduled break, the University will update the LOA start date to the first day after the institutionally scheduled break ends. If a student's LOA is scheduled to end on or within an institutionally scheduled break, the University will update the LOA return
date to the start date of the course that is scheduled to begin after the institutionally scheduled break, as long as the student is registered for a course set to begin when the institutionally scheduled break ends.
If a student’s LOA request completely overlaps an institutionally scheduled break, all days of the institutionally scheduled break and the LOA days will count toward the length of the LOA and apply toward the maximum of 180 days in a 12-month period. The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

**Disbursements During an LOA**

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

**Completion of Coursework upon Return**

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

**Failure to Return**

The University will advise the student, prior to granting the LOA, the effect that failure to return from an LOA may have on loan repayment terms, including the expiration of the student’s grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student’s last date of attendance.
If the student reenlists, after withdrawing from the University, the previously approved LOA days will count toward the student’s LOA maximum of 180 days in a 12-month period.

**Program Change During Approved LOA**

If upon a student’s return from an approved LOA a student begins a new program, the student is not meeting the LOA requirement of returning to the program the student was enrolled in prior to taking the LOA. Therefore, in these scenarios, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student’s last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University’s date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Program Changes Policy and Re-Entry Policy for further information)

**Financial Aid Disbursements**

- **Federal Funds**
  - **First-Time, First-Year Borrower**
  - **Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS**
  - **Iraq Afghanistan Servicemembers Grant (IASG)**
  - **Federal Student Education Opportunity Grant (FSEOG)**
  - **State and Institutional Grants**
  - **Private Loans**

**Federal Loans**

<table>
<thead>
<tr>
<th></th>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>30 days after academic year or program start date</td>
<td>Successfully completes 1/2 weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS</td>
<td>7 days after the academic year start date or 7 days after date of certification if the academic year start date is in the past</td>
<td>Successfully completes 1/2 weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>7 days from the academic year start date or 7 days from date of certification if the academic year start date is in the past</td>
<td>Successfully completes 1/2 weeks and credits in academic year or program and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Iraq Afghanistan Servicemembers Grant (IASG)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and Institutional Grants</td>
<td>Varies: Dependent on individual state requirements</td>
<td>Varies: Dependent on individual state requirements</td>
</tr>
<tr>
<td>Private Loans</td>
<td>Varies: Dependent on individual state requirements</td>
<td>Varies: Dependent on individual state requirements</td>
</tr>
</tbody>
</table>

For additional information on student eligibility for standard, late, and post withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix.

**Federal Financial Aid Credit Balance**

Whenever the University credits federal financial aid funds to a student’s account and those funds exceed the student’s allowable charges, a federal financial aid credit balance occurs. The Univer-
sity will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student’s account unless an Authorization to Hold Funds form is on file. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

Cancellation of Federal Financial Aid
The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student’s account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

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

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling
The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), http://www.nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower’s maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower’s total debt
- Other terms and conditions

A letter is sent to students advising them of the exit counseling requirement. This letter includes an attachment with all required exit information. The attachment can be found at https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf

Federal Teacher Education Assistance for College and Higher Education Grant Counseling
The University ensures initial and subsequent Teacher Education Assistance for College and Higher Education (TEACH) Grant counseling is conducted online at https://studentloans.gov/myDirectLoan/launchTeach.action Within 30 days of learning a TEACH Grant recipient is no longer in attendance, a letter is sent to the recipient advising him or her of the exit counseling requirement. This letter includes an attachment that can be found at https://static.studentloans.gov/images/teachExitCounselingGuide.pdf

Federal Loan Repayment

Prior Federal Student Loan Deferments (Postponing Payments)
A student who is registered and attending classes at the University can postpone making payments on federal student loans from previous colleges by requesting a deferment from the loan holder or servicer. Return all deferment forms to Student Financial Services, who forwards the forms to the Registrar’s Office for processing. The loan holder or servicer makes the final determination to grant a deferment request. Students receiving federal student loans may also obtain deferments for several reasons including serving in the Peace Corps, under the Domestic Volunteer Service Act and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a
deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferrals may be viewed at https://studentaid.ed.gov/repay-loans/deferment.

**Loan Payment Calculator**

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

**Sample Standard Repayment Calculator Detail**

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

**Repayment Summary**

<table>
<thead>
<tr>
<th>Months in Repayment</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Payment</td>
<td>$138</td>
</tr>
<tr>
<td>Total Interest Payment</td>
<td>$4,572</td>
</tr>
<tr>
<td><strong>Total Loan Payment</strong></td>
<td>$16,572</td>
</tr>
</tbody>
</table>

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50, and have up to 10 years to repay. **Graduated Repayment Detail** - 120 months starting at a payment of $80 and a final monthly payment amount of $239. Total interest paid would be $5,832, for a total of $17,832.

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

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

**Federal Student Loan Consolidation**

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

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

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

More information regarding loan consolidation is located at http://studentaid.ed.gov/repay-loans/consolidation

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

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

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)

Detailed information on these options is available at https://studentaid.ed.gov/repay-loans/forgiveness-cancellation

**Military Benefits**

**Veterans Educational Benefits**

Students who are entitled to Federal VA education benefits must make initial contact with a campus veterans affairs certifying official. A formal application for admission to the University should be completed before applying for Federal VA education benefits. Applications for veteran education benefits should be sent to a local campus-certifying official or Student Financial Services for submission to the U.S. Department of Veterans Affairs (DVA). Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use Federal VA educational benefits for a specific program at an institution should confirm the program is eligible for Federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual’s military history and the educational program being pursued. Only the DVA can determine eligibility. For information, a student should contact a DVA representative at 888.GI.BILL.1 (888.442.4551) or review http://www.gibill.va.gov.

If the DVA determines that the student is not eligible for Federal VA education benefits or determines that the student’s Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide
official notification of their intent to withdraw. Withdrawing may impact Federal VA education benefits for the current course as well as the availability of Federal VA educational benefits in future courses. Please contact your Academic Advisor to discuss the impact of withdrawing from a course.

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

University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans’ benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, http://www.va.gov, for additional information on educational entitlements.

Credit for Prior Education and Training
Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay Federal 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 and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits earned for courses appearing on an official transcript from a regionally accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Expansion or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

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

A student can currently receive 100% of federal tuition assistance from military service, with a $250 cap per semester hour, and a $4,500 annual limit. If a student wants to apply for military tuition assistance, that student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit
Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve service members who earned Chapter 30 benefits while on Active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website http://www.benefits.va.gov/gibill/tuition_assistance.asp.

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

• The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives verbal or written notice to the University’s Military Division verifying that the student's absence from the University was necessitated by service in the uniformed services.
• The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services does not exceed five years.

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student’s eligibility for readmission has not been terminated.

Examples of documentation to verify that the student is still within the acceptable service limitations include the student’s deployment paperwork or a letter from the commanding officer that includes the student’s dates of service.

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

• The student submits verbal or written notification of intent to re-enroll.

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

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

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

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

• A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC

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

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

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

Student Financial Responsibilities, Policies and
Options


Student Financial Responsibilities

The University will invoice students for all courses and fees anticip-
ated for a payment period which represents half of the student’s
academic year. A payment period typically includes four courses.
Students are responsible for ensuring all tuition and electronic
course materials fees are paid whether in attendance or not Stu-
dents can access account balances and student account information
under the account tab on the student website When a student is
considered administratively, officially or unofficially withdrawn
from his or her program, the University may cancel any federal
financial aid in process The student may receive a refund or may
owe payment to the University depending upon the student’s
account balance.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix
campus are subject to finance approval by their primary campus
prior to enrolling in a course Tuition and all applicable fees for each
course must be paid according to the terms of the primary financial
option indicated in the student’s Financial Plan located on the stu-
dent website. Students will not be allowed to attend courses if a
payment is due, or if paperwork is required. All necessary paper-
work or payment arrangements must be resolved prior to the
course deadline. Students are also required to be in compliance
with University financial policies before grades and transcripts will
be issued or the degree awarded

A student may be administratively withdrawn for failure to make
payment in a timely manner, preventing the student from attend-
ing future class sessions, until the amount owed is paid in full or
satisfactory payment arrangements are made. All costs of collect-
court costs and reasonable attorneys’ fees will be added to
delinquent accounts collected through third parties. University of
Phoenix may obtain a current credit report as needed to support
decisions to defer tuition payment or to assist in the collection of
amounts owed.

Electronic Course Materials and Books Fees

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

State Tax

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

Financial Policies

Multiple-Tuition Discount Policy

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

General Refund Policy

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

Payment Policies

Payments are accepted on the student website (https://ecam-
pus.phoenix.edu/portal/portal/public/login.aspx) by check, credi-
t card or debit card. Student Financial Services can also pro-
cess credit card or debit card payments. The student can mail a
check, certified check or money order payment to the following
address:

The University of Phoenix, Inc.
Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

If a credit card or a debit card is provided with a completed Author-
rization to Charge form, tuition and electronic course materials fees
will be charged to that card. Automatic payments are set prior to
each course upon request.

The University is not responsible for fees or penalties incurred as a
result of payment with a debit card or other restrictive payment
cards. The student should contact his or her financial institution for
account balances, daily transaction limits and other restrictions.

Returned Check Fees

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

Late Payment Fees

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

Notice

The University may report information about student accounts to
credit bureaus. Late payments, missed payments or other defaults
on student accounts may be reflected in a credit report.
If payment for tuition and electronic course materials fees is not
received in accordance with the Student Responsibility to Pay
Agreement the student may be withdrawn from the program and
official transcripts withheld.

Financial Options

Understanding and choosing the right finance plan is critical to the
successful completion of the student’s selected program University
of Phoenix offers a number of finance plan options to assist the stu-
dent in managing financial obligations. The University will
invoice students for all courses and fees anticipated for a payment
period which represents half of the student’s academic year. A
payment period typically includes four courses. The student can
utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition fees for programs and locations, visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html or contact a Finance Advisor with any questions regarding financial options and scholarships.

**Cash Plan**
The Cash Plan is available to students who will be using e-check or credit cards to pay for tuition and electronic course materials fees. Under the Cash Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period and is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

**Federal Financial Aid Plan**
The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and electronic materials fees. Under the Federal Financial Aid Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and electronic course materials fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and electronic course materials fees invoiced. Tuition and electronic materials fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

**Tuition Deferral Plan**
The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition. Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

**Military Education Benefits**
The University will directly bill the U.S. Department of Veterans Affairs or U.S. Department of Defense for the student’s tuition and will defer payment of applicable tuition invoiced based on these agencies reimbursement policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

**Employer Tuition Reimbursement**
The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his/her employer. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html

**Third-Party Billing Plan**
The Third-Party Billing Plan is available for students who receive Tribal education benefits or whose employer is approved by the University for Direct billing of the student’s tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

**Approved Employer**
Under the Third-Party Billing Plan, the University will directly bill the employer for the student’s tuition and will defer payment of applicable tuition invoiced based on the approved employer’s tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

**American Indian Tribal Nation Education Benefits**
Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Tribal Nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation’s education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix.edu

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/third_party_billing.html
Withdrawing from the University

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

Official Withdrawals

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

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

Withdrawal Date

The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his/her withdrawal.

Date of Determination

The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal date or the date of notification. The University will return the amount of federal financial aid for which it is responsible no later than 45 days after the date the University determines the student has withdrawn. (See Return of Title IV Policy for additional information.)

Rescission of Official Withdrawal

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

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

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

Note: Please refer to the last section of this policy for discussion on academic related activities that occur during an institutionally scheduled break.

Unofficial Withdrawals

Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UWs) after 14 days of consecutive nonattendance in an ARA.

Exceptions

The University allows the following exceptions when counting the 14 days of consecutive nonattendance in an ARA:

- IX Grades - If a student is granted an extension of the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time, a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
- Institutional Withdrawal - Students on institutionally scheduled breaks will not have the days of the break count toward the 14 days of consecutive nonattendance at an academically related activity. The following are different types of institutionally scheduled breaks at the University:
  - Holidays
  - Administrative

Withdrawal Date

The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance in an ARA determined from University attendance records. Students with an approved leave of absence, the University will review the student record on or after the original approved return date. The University review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

Date of Determination

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

Note: Please refer to the last section of this policy for discussion on academic related activities that occur during an institutionally scheduled break.

Administrative Withdrawals

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

Withdrawal Date

The withdrawal date for students who are AW is the last date of academic attendance or attendance in an ARA that occurred prior
to the decision to administratively withdraw the student.

**Date of Determination**

The DOD for students who are AW from the University is the date the University determines the withdrawal. The University will return the amount of federal financial aid for which it is responsible no later than 45 days after the date of the administrative withdrawal. (See Return of Title IV Policy)

**Note:** Please refer to the following section for discussion on academic related activities that occur during an institutionally scheduled break.

**Academic Related Activities That Occur During an Institutionally Scheduled Break or Course Extension Period**

The University does not recognize any ARA that occurs during an institutionally scheduled break as attendance for federal financial aid purposes only.

**Withdrawal Date**

If a student posts an ARA during an institutionally scheduled break, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break. This date will be used as the withdrawal date for Title IV purposes.

**Date of Determination**

The DOD for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

For example: A student attends class on December 19th. An institutionally scheduled break occurs December 20 - January 4. The student posts an ARA on December 29th, which is during the scheduled break. The DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

**Return of Title IV Policy**

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). For more information on the Return of Title IV, refer to the Return of Title IV policy in the Financial Aid Policies appendix.

**Tuition Refund Policy**

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise. When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student is eligible for a full tuition refund. The University does not refund tuition for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund. The pro-rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.

Here are a few examples of common course lengths:

<table>
<thead>
<tr>
<th>Weeks Attended</th>
<th>Refund for 5-Week Course</th>
<th>Refund for 6-Week Course</th>
<th>Refund for 7-Week Course</th>
<th>Refund for 9-Week Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Week</td>
<td>80% Refund</td>
<td>83% Refund</td>
<td>86% Refund</td>
<td>89% Refund</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>60% Refund</td>
<td>67% Refund</td>
<td>71% Refund</td>
<td>78% Refund</td>
</tr>
<tr>
<td>3 Weeks</td>
<td>40% Refund</td>
<td>50% Refund</td>
<td>57% Refund</td>
<td>67% Refund</td>
</tr>
<tr>
<td>4 Weeks</td>
<td>No Refund</td>
<td>No Refund</td>
<td>43% Refund</td>
<td>56% Refund</td>
</tr>
<tr>
<td>5 Weeks</td>
<td></td>
<td></td>
<td>No Refund</td>
<td>44% Refund</td>
</tr>
<tr>
<td>6 Weeks</td>
<td></td>
<td></td>
<td></td>
<td>No Refund</td>
</tr>
</tbody>
</table>

*Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.*
Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided. This policy applies to military service members who receive military Tuition Assistance. The University will return unearned tuition to the applicable military service as follows:

a. If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.

b. If a student withdraws from a course TA funds received by the University will be returned on a pro-rata basis based upon the student’s last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro-rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Attendance for 5 week course
- Attend 1 Week - 80% Returned
- Attend 2 Weeks - 60% Returned
- Attend 3 Weeks - 40% Returned
- Attend 4 Weeks - No Return

Attendance for 6 week course
- Attend 1 Week - 83% Returned
- Attend 2 Weeks - 67% Returned
- Attend 3 Weeks - 50% Returned
- Attend 4 Weeks - No Return

Attendance for 9 week course
- Attend 1 Week - 89% Returned
- Attend 2 Weeks - 78% Returned
- Attend 3 Weeks - 67% Returned
- Attend 4 Weeks - 56% Returned
- Attend 5 Weeks - 44% Returned
- Attend 5 Weeks - No Return

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or Service.

State

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

Arizona

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

California

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

- Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.
- To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below:
  - Refund administrative address for students attending any of the five California campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley): University of Phoenix 3110 E. Guasti Road Ontario, CA 91761
  - Refund administrative address for California residents attending Online: University of Phoenix 4035 S. Riverpoint Pkwy. Phoenix, AZ 85040

Florida

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

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

Georgia

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

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition paid for the unattended course.
- Refunds are paid within 30 days of a student’s official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.
Missouri
Students in Missouri will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid if they withdraw within three business days after signing the Enrollment Agreement.
- To cancel enrollment, a student must notify the local campus in writing on or before the three-day period. After the three-day period, all fees, including applications fees, assessment fees and book fees, are nonrefundable.
- A tuition refund must be requested in writing to the student's local campus.

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

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

Nevada
Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10% of the tuition agreed upon in the Enrollment Agreement or $150, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person that paid the tuition within 15 calendar days after one of the following, whichever is applicable:
  - The date of cancellation by a student of his or her enrollment
  - Termination by the University of the enrollment of the student
  - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  - The last day of attendance of a student

New Mexico
Students in New Mexico will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement. To withdraw, a student must provide written notice to the University or appear personally at the University.
- If a student withdraws following the expiration of the three-day cancellation period, but prior to the first class, the University may retain up to $200.
- Following the beginning of the first class, refunds will be provided according to the University Institutional Refund Policy.
- Refunds must be made within 30 calendar days of the University's receipt of written notice of withdrawal or the University's termination of the student's enrollment, whichever is earlier.

South Carolina
Students in the state of South Carolina will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
- Students have a right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing an Enrollment Agreement.
- A full refund of all monies will be made to any applicant not accepted by the University.
- The University may retain an administrative fee up to $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 a student's official withdrawal.

Virginia
Students in the state of Virginia have three business days, excluding weekends and holidays, during which enrollment may be cancelled without financial obligation other than a nonrefundable fee not to exceed $100 for expenses related to processing the student's enrollment.

Online
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 local campus students attend class will be used to calculate their refund amount.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy
University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena. The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at https://www.phoenix.edu/programs/degree-programs/academic-catalog.html

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

**Note:** University Orientation Workshops are not considered university courses.

**Access to Education Records**

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

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

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
  
  **Exception:** The Student Health Insurance Plan Enrollment/Acknowledgment form completed by local campus students in New Jersey and Massachusetts is defined as an education record.
- Records created after the student is no longer a student; alumni records

**Releasable Information - Directory**

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

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

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

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

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

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

**Information Not Released - Non-Directory**

Information that must not be released:

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

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

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

**Note:** All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

* Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.

**Student IRN, SSN or PIN numbers generally should not be released to a third
School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment.

- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials.
- Other schools to which a student seeks or intends to enroll.
- Specified officials for audit and evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
  (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school.
- Accrediting organizations.
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety emergencies.
- State and local authorities, pursuant to state law.
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program).
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution’s policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.

The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.

- A person or company that University of Phoenix is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.

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

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

The University can disclose personally identifiable information (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 the University determines have legitimate educational interests.
- 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 for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
  - Enforce terms and conditions of the aid.
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual’s attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
• Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University’s Human Subjects Committee and / or Committee on Research as appropriate.

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

Student Right to Access
Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar’s Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students’ right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Office of Admissions & Records will respond to students’ requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect. Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student’s file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

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

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

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

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it is inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information. A student’s request for a formal hearing must be made in writing and submitted to the Office of Admissions & Records. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student’s expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students’ allegations of inaccurate or misleading information in students’ records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

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

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

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

(For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.) University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students’ rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace. The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

• The student is not in compliance with his or her UOPX financial plan.
• There is an unresolved disciplinary action against the student.
Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

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

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

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

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

**Solomon Act**

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:
- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:
- Email address
- Degrees received
- Most recent educational institution attended

**Gainful Employment Disclosures**

Disclosures regarding University programs related to gainful employment are provided on the program home page for each eligible program. Each program home page is linked to gainful employment information specific to that program. For more information about gainful employment disclosures for active open enrollment programs, visit http://www.phoenix.edu/programs/gainful-employment.html. For more information about gainful employment disclosures for closed enrollment, retired programs, visit http://www.phoenix.edu/programs/gainful-employment/retired-programs.html

**Student Loan Code of Conduct**

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

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

**Consumer Privacy Policy**

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

**Scope of Privacy Policy**

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

**Information Collected**

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

**Information Uses**

We will not sell, rent or lease your personal information to others except as provided in this policy.

We may collect, use and disclose personal information for the following purposes:
- To determine your admissibility and to register you for your selected educational programs
- To contact you regarding your status with the University
- To provide requested products and services
- To respond to your inquiries and provide customer support
- To administer promotions in which you have indicated an interest
- For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
- For fostering communication and collaboration among members of your University community through social networks
- For sharing with our Educational Partners who may contact you with respect to their educational or other services
To enforce our Terms of Use, http://www.phoenix.edu/copyright-legal/terms_and_conditions.html

To maintain business records for reasonable periods

To obtain payment for services that we provide to you

To analyze risk and business results

For external academic research and scholarship

To investigate suspicious information that denotes illegal activity such as financial aid fraud

To analyze academic and learning outcomes and preferences

For external academic research and scholarship

To obtain payment for services that we provide to you

To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education

To maintain business records for reasonable periods

To enforce our Terms of Use, http://www.phoenix.edu/copyright-legal/terms_and_conditions.html

To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.

And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to University of Phoenix, our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications or direct mail communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser: http://www.phoenix.edu/about_us/contact_us/unsubscribe.html

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

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you’ve opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.

We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

Other Collection, Use and Disclosure

You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt out of certain uses of your personal information, we may no longer be able to provide certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu

Other Important Information

We will take commercially reasonable measures to secure and store your information to protect against the loss, misuse and alteration of the information under our control. We utilize industry-standard security measures when accepting your credit card information during your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

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

You may also contact us via one of the below methods:

Mail: University of Phoenix
Attn: Registrar’s Office
4025 S Riverpoint Parkway
Mail Stop: CF-L201
Phoenix, AZ 85040

Admissions and Records Service Center: 800.866.3919
University of Phoenix may update this policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at http://www.phoenix.edu/copyright-legal/privacy_policy.html

How to Contact Us or Access Your Information

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Office of Compliance at Office.ComplianceUOPX@phoenix.edu or University of Phoenix
Attn: Ethics and Compliance
4025 S. Riverpoint Pkwy
Phoenix, AZ 85040

Contact Information for Filing Complaints

Students wishing to file a complaint may contact the University’s Office of Dispute Management. Local students also have the option to file a complaint directly with the designated state regulatory agency in the state in which they reside. Please note many states require students to exhaust the institution’s internal complaint policy before filing one with their agency.
State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution. (http://nc-sara.org). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution’s internal complaint process. SARA complaints must first be submitted internally for resolution through the University’s Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (http://azsara.arizona.edu).

Online students should file external complaints with the Arizona State Board for Private Postsecondary Education.

Contact Information:

Arizona: If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Ste. 3008, Phoenix, AZ 85007, telephone 602.542.5709, website address: www.azsara.az.gov.

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6598, 88.370.7589.

Colorado: The student may contact the Colorado Department of Higher Education, Office of Private Postsecondary Education, 1560 Broadway Road, Suite 1600, Denver, CO 80202; telephone 303.862.3001.

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone 770.414.3300; www.gnpec.org.

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327.

Idaho: The student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone 208.332.1587.


Louisiana: The student may contact the Louisiana Board of Regents, 1201 N. Third St., Suite 6-200 Baton Rouge, LA 70802; telephone 225.342.4253. Proprietary Schools 225.342.7084.

Maryland: The student may contact the Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201; telephone 800.974.0203.

Massachusetts: The student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108; telephone 617.994.6950.

Michigan: The student may contact the State of Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities, & Commercial Licensing Bureau, P.O. Box 30018, Lansing, MI 48909; telephone 517.241.9221.

Missouri: The student may contact the Missouri Department of Higher Education, 205 Jefferson Street, P.O. Box 1469, Jefferson City, MO 65102-1469; telephone 573.751.2361.

Nevada: The student may contact the Nevada Commission on Postsecondary Education, 778 South Maryland Parkway, Suite 115, Las Vegas, NV 89123; telephone 702.486.7330. Website: cpe.nv.gov

New Jersey: The student may contact the Office of the Secretary of Higher Education, 1 John Fitch Plaza, 10th Floor, Trenton, NJ 08625-0542; telephone 609.984.3738.

New Mexico: The student may contact the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100; telephone 505.476.8409.

North Carolina: The student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27514; telephone 919.962.1000.

Oregon: The student may contact the Oregon Higher Education Coordinating Commission Office of Degree Authorization, 255 Capitol St. NE, Third Floor, Salem, OR 97310.

Pennsylvania: The student may contact the Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333; telephone 717.783.8228.


South Carolina: The student may contact the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201; telephone 803.737.2260.

Tennessee: The student may contact the State of Tennessee Higher Education Commission, Parkway Towers, 404 James Robertson Pkwy, Suite 1900, Nashville, TN 37243-0830; telephone 615.741.5293.

Texas: The student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788; telephone 512.427.6520.

Utah: The student may contact the Utah Division of Consumer Protection, 160 East 300 South, 2nd Floor, Salt Lake City, UT 84114-6704; telephone 801.530.6601.

Virginia: The student may contact the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Building, Richmond, VA 23219; telephone 804.225.2600.

Washington: The student may contact the Washington Student Achievement Council, PO Box 43430, Olympia, WA 98504-3430; telephone 360.753.7869, 360.753.7866.


Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

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

Copyrighted works protect original works of authorship and include:

Books, articles and other writings
• Songs and other musical works
• Movies and television productions
• Pictures, graphics and drawings
• Computer software
• Pantomimes and choreographic works
• Sculptural and architectural works
• Copyright law provides the owner of a copyright the exclusive right to do the following:
  • Reproduce the work in copies
  • Prepare derivative works based upon the work
  • Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
  • Perform the work publicly
  • Display the copyrighted work publicly
  • Perform the work publicly by means of a digital audio transmission in the case of sound recordings
17 U.S.C. § 501(a) states, “Anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright or right of the author.” Generally, under the law, one who engages in any of these activities without obtaining the copyright owner’s permission may be liable for infringement.
Specific information on copyright law and fair use may be found at the following sites: The U.S. Copyright Office: http://www.copyright.gov
The Electronic Frontier Foundation fair use frequently asked questions Peer-to-Peer File Sharing
Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another’s hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners. If P2P file-sharing applications are installed on your computer, you may be sharing someone else’s copyrighted materials without realizing you are doing so. As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important. You should be careful not to download and share copyrighted works with others. The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited.

Violations and Penalties under Federal Law
In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.
Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

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

Education and Awareness
The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.
The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent. The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and consumers. The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos
The legal sources for online music and videos are reviewed annually by the University’s Sr. Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:
EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent
The Recording Industry Association of America (RIAA) provides a list of legal music sources: https://www.riaa.com/resources-learning/for-students-educators/
Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University’s Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

If a valid DMCA notification is received, the University will respond under the Process for Filing Notice of Alleged Infringement by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

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

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.
- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: “I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law.”
- The following statement must be included in your notice: “I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.”
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of the federal district court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: “I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled.”
- The notice must be signed.

Register to Vote

The University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes Voter Registration information available at the campuses.
The National Mail Voter Registration Form can also be used to register U.S. citizens to vote, to update registration information due to
a change of name, make a change of address or to register with a political party. You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at http://www.eac.gov/voter_resources/contact_your_state.aspx

Register to vote by following your state-specific instructions and using the National Mail Voter Registration form at http://www.eac.gov/voter_resources/register_to_vote.aspx

Campus Safety and Security

Annual Security Report
The University of Phoenix Annual Security Report is published annually by the University and is comprised of two parts, the Campus Safety Policies and Campus Crime Statistics for the last three years. Visit http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf to access a PDF file of the University of Phoenix Annual Security Report.

Campus Safety Policies
The University Campus Safety Policies at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the 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 Drug-Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Alcohol and other drugs prevention, health risks and counseling services
- Annual crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Effects of alcohol and other drug use
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence policy and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years. Visit http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html to access a PDF file of the University of Phoenix Campus Safety Policies.

Campus Crime Statistics
The Clery Act delineates the offenses which need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to 1) a campus security authority (CSA), regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official and 2) local law enforcement (collected by the CSA through an information request) over the previous three years 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. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated CSA and local law enforcement agency. The following Clery Act crimes meet definitions in the FBI’s Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 and repeated in the U.S. Department of Education’s Clery Act regulations.

- Criminal Offenses - Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, Rape, Fondling, Incest, Statutory Rape, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft and Arson.
- Hate Crimes - Any of the above-mentioned offenses (excluding Manslaughter by Negligence), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias.
- VAWA Offenses - Any incidents of Domestic Violence, Dating Violence and Stalking.
- Arrests and Referrals for Disciplinary Action for Weapons - Carrying, Possessing, etc. Law Violations, Drug Abuse Violations and Liquor Law Violations.

In addition, the following Kentucky Minger Act offenses (non-Clery Act statistics) are separately provided for the Louisville Campus in the University of Phoenix Annual Security Report:

- Menacing; Reckless Homicide; Terroristic Threatening/Intimidation; and Wanton Endangerment.

Specific campus location statistics are available electronically in the Annual Security Report at http://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf or by requesting a paper copy of the report from campus security authority (Contact information can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

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

Statement of Policy on Sex Offender Registration
The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state provide notice of each institution of higher education in that state at which the offender is employed or is a student. This notice should be directed to the campus security authority at their local campus.

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

Florida Sexual Predator and Sexual Offender Registry
The University of Phoenix Campus Safety website at http://www.phoenix.edu/about_us/campus-safety.html provides a link to the Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website at http://offender.fdle.state.fl.us/offender/homepage.do and toll-free telephone number, 888 357 7332 (for TTY accessibility, dial 877 414 7234) These give access to Florida sexual predator and sexual offender public information, including a database to search for offenders employed or enrolled at Florida universities

Emergency Mass Notification Policy
Apollo Education Group (Apollo) and University of Phoenix (UOPX) have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo and UOPX to contact or send notices, alerts or warnings without delay to employees, faculty and students in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site. Apollo and UOPX maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services. An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a UOPX site or that significantly disrupts programs and activities. The Emergency Mass Notification Policy applies to all employees, faculty and students of UOPX in the event of an emergency, dangerous or otherwise high-risk situation at a UOPX site. The policy can be viewed in its entirety in the Campus Safety Policies at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf or by requesting a printed copy from your local campus.

Campus Security Authority Contact List
University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts to receive all reports relating to crime at University locations. A current list of Campus Security Authority contacts can be viewed at http://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention
Drug abuse affects all aspects of life. It threatens the workplace as well as our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization. Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University’s academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property, including attending class or meeting with campus personnel, is subject to disciplinary action up to and including dismissal from the University, depending on the seriousness of the situation. All alcohol and other drug abuse policies, prevention and referrals can be viewed in the Campus Safety Policies document at http://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html

Prohibition of Illicit Drug Use, Underage Drinking, and other

Violations of Alcohol and other Drug-Related Policies
The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If any individual is apprehended for violating any alcohol- or other drug-related law while at a University location or activity, the University will fully support and cooperate with federal and state law enforcement agencies. The University enforces a “zero tolerance” policy regarding underage drinking. Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University, and the state or local laws will be enforced. Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Institutional Sanctions for Alcohol and Drug Violations
Any member of the University community found possessing or selling illegal drugs on University property which includes attending class and meeting with campus personnel or in violation of the institution’s alcohol policies while on campus shall be subject to discipline on a case-by-case basis. Discipline will be based on the seriousness of the situation:

• A case may result in dismissal from the University
• In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol
• Additional state penalties and sanctions may also apply

The University has adopted a zero-tolerance policy regarding alcohol and drug violations.

Federal Financial Aid Penalties for Drug Violations
According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance. The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers “yes” to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.
Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions
A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period.
unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student’s record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

**POSSSESSION OF ILLEGAL DRUGS**

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

**SALE OF ILLEGAL DRUGS**

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

The student may regain eligibility the day after the period of ineligibility ends.

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

**How to Reduce the Period of Eligibility or Regain Eligibility**

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student’s responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

**Qualified Drug Rehabilitation Program**

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

**Convictions for Offense That Occurred During Enrollment**

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

Academic Year Definition Policy

Overview
The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy
A student’s academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:
- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time
- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor Programs are a minimum of 24 credits and 40 weeks of instructional time
- Masters Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:
A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Overlapping Academic Years
An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This scenario is rare, but most commonly occurs when a student starts with the University after recently attending a different institution or when the student completes a prior program at the University and begins another program. Students in these scenarios need to work with their finance advisor to determine if they have overlapping academic years and if their financial aid eligibility will be impacted. For further information on these specific types of scenarios, please refer to the Transfer Policy.

Allowable Charges Policy

Overview
Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student’s account, it may do so only for allowable charges. The Allowable Charges Policy defines what those allowable charges are at the University.

Policy
Allowable Charges
The University defines allowable charges as charges assessed by the University for the current payment period for the following:
- tuition (including tuition for Directed Study and state sales tax) and mandatory institutional fees
- electronic course materials fees and books (only if the University has authorization from the student/parent - Refer to the Federal Financial Aid Credit Balance Policy)
- By using the ED MAP Book Voucher, the student is considered to have authorized the use of federal financial aid funds for books and is not required to provide any additional authorization. If the student chooses not to use the book voucher, the authorization is no longer valid.
- California Student Tuition Recover Fund (CA STRF), if applicable

Except as noted above, authorization is not required to apply federal financial aid funds to any invoiced allowable charges for the payment period.

During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

Future Charges
The University defines estimated future allowable charges for the current payment period/academic year as follows:
- Allowable charges, as defined above, that have not yet been charged to the student’s account.

Authorization from the student (or parent for PLUS Loan) is required to hold federal financial aid funds for estimated future allowable charges for the payment period/academic year (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Prior-Year Charges
The University does not use any Direct Loan funds in excess of $200 to pay for prior-year charges. Authorization is not required for the University to use current-year Direct Loan funds to satisfy prior loan period charges of $200 or less for tuition, and mandatory institutional fees, and directed study. The University does not apply any other type of federal financial aid funds (e.g. Pell and FSEOG) to prior year charges. (Refer to the Federal Financial Aid Credit Balance Policy for additional information.)

Campus-Based Programs Policy

Overview
The Campus Based Policy defines the University’s selection criteria and packaging philosophy for awarding campus-based funds con-
sistently to all eligible students.

Policy
The University participates in one of the three campus-based programs, the Federal Supplemental Educational Opportunity Grant (FSEOG) Program. The University will make FSEOG funds reasonably accessible to all eligible students, to the extent of available funds. Furthermore, it will not exclude from consideration any one particular type or category of student.

Federal Supplemental Educational Opportunity Grant (FSEOG)
The following represents selection criteria and procedures for determining which students may be awarded FSEOG funds. These selection procedures are uniformly applied.

First Selection Group
• Undergraduate students who have not earned a bachelor’s or first professional degree
• Students eligible to receive federal Pell Grant funding (based on EFC and credential level) during the same award year in which the campus-based funding will be disbursed
• Students with an EFC** of zero and exceptional need are reviewed for funding under the following formula:

\[
\text{Annual Award Amount} = \min(100 \times \frac{EFC}{\text{Cost of Attendance}}), $500
\]

Cost of Attendance
- EFC
- Estimated Financial Assistance (EFA)*

\[
* = \text{Exceptional financial need of at least $500}
\]

**Refer to the Packaging Policy for additional information.

The University will use the EFC from the same award year for the Direct loan and campus-based programs.

After the University has determined a student’s need, the University determines the student’s eligibility. The University first awards all funds to students meeting the conditions of the first selection group. When all students in the first selection group are awarded and disbursed FSEOG program funds, the University will determine if students in the second selection group can be awarded.

Second Selection Group
• Undergraduate students who have not yet earned a bachelor’s or first professional degree
• Students eligible to receive federal Pell Grant funding (based on EFC and undergraduate standing) during the same award year in which the campus-based funding will be disbursed
• Students with exceptional financial need (defined as students with the lowest EFCs who are not receiving Pell Grants). This group also includes students who have exceeded their Pell LEU.

Establishing Categories of Students
The University specifies categories of students to ensure students in each category have an opportunity to be award-ed FSEOG funds. Categories may be based on class standing, enrollment status, program, date of application, or a combination of factors.

The University’s written selection procedures ensure that FSEOG recipients are selected based on the lowest EFC and Pell Grant priority requirements over the entire award year. As students are awarded for the federal award year daily, FSEOG funds are reserved for use throughout the award year (on the basis of the University’s experience from previous periods), and selection practices are applied in a manner that assures a reasonable consistency over the entire award year. Each year the University reviews prior award year data to determine the appropriate award amounts and allocations to ensure reasonable availability of funds throughout the award year.

Annual Award Amounts
The annual award for each student may be up to $500, depending on availability and student eligibility. The mini-mum FSEOG amount is $100. The award amount is disbursed equally in two payment periods within the academic year. However, if the student is an advancing student finishing out a prior academic year (refer to Advancing Programs Policy for further information) or a student who is in a remaining period of study that is not a full academic year where the remainder of the program or academic year is equal to or less than half of an academic year, the FSEOG payment may be made in one disbursement. FSEOG is not prorated for graduating students with less than a full academic year remaining or for programs that are less than a full academic year.

Crossover Periods
Crossover periods are payment, award, or loan periods that overlap two award years. If a student is receiving a Pell Grant during a payment period that occurs in two award years the student is among those with the lowest EFC, the student satisfies the FSEOG first selection group requirements regardless of which award year the Pell Grant funds are attributed. A student can also receive FSEOG funds under the first selection group requirements during a crossover payment period, from either award year allocation, as long as the student also receives a Pell Grant in the award year to which the crossover payment period is attributed.

If the second payment period of an academic year starts before July 1 and the University awards FSEOG using the first award year’s allocation, the University will disburse those funds up until the
The University meets its nonfederal match of 25% using the aggregate matching method. The University’s resources used to reach the nonfederal match may include institutional scholarships and grants; waivers of tuition or fees; the nonfederal portion of state scholarships and grants; and funds from foundations or other charitable organizations.

The University's own resources used to fund FSEOG must be disbursed before or at the time the federal dollars are disbursed. However, outside resources can be used to match federal dollars even if the funds are received at a later date, as long as the University has written information about the funds being award to a student. This written information will be kept on file at the University.

FSEOG Carry-Forward and Carry-Back

The University may spend up to 10% of its current award year FSEOG allocation in the following award year. Carry-forward funds are spent before the current year allocation. The University may also spend up to 10% of its current year FSEOG allocation of expenses incurred in the prior award year. Carry-forward and carry-back funds are matched in the award year they are spent. Information for both carry-forward and carry-back transactions are reported on the Fiscal Operations Report and Application to Participate (FISAP).

Recalculating Campus-Based Funds

Any time a student at the University begins attendance in at least one course but does not begin attendance in all courses scheduled, the University checks to see if it is necessary to recalculate the student's eligibility for campus-based funds. This recalculation is based on the revised enrollment status and cost of attendance. The University does not include any costs associated with classes the student failed to begin in the COA.

If the student withdraws from the University, this recalculation is performed prior to the completion of the Return of Title IV Funds calculation. The recalculated amounts of campus based funds is used in the Return calculation.

Administrative Cost Allowance (ACA)

The amount of ACA the University may claim is determined by its expenditures for the FSEOG program.

- FSEOG disbursements to students - both the 75% federal share and the 25% nonfederal share
- If the University chooses to provide more than a 25% institutional share to FSEOG recipients, it does not include an FSEOG institutional share in excess of 25% in the calculation of the ACA.

ACA is calculated as follows:

- 5% of the first $2,750,000 of the University’s expenditures to students under FSEOG Program
- + 4% of expenditures to students greater than $2,750,000 but less than $5,500,000 under the FSEOG Program
- + 3% of expenditures to students greater than $5,500,000 under the FSEOG Program

The University may use the ACA to assist in the costs of administering the campus-based and federal Pell Grant programs such as salaries, furniture, supplies, travel and equipment. The ACA may also be used to pay service fees charged by banks for maintaining campus-based programs accounts, and expenses related to student consumer information requirements. If the University were to claim the ACA, it would come from the FSEOG allocation received. However, the University currently does not claim any ACA from the FSEOG program.

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student’s amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The University uses the same COA when awarding Pell and Direct Loans unless the student is a Pell or Iraq Afghanistan Service Grant (IASG) only student. If the student is only receiving Pell or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for a period of enrollment. The University reviews and, if necessary, updates each COA component annually.

Policy

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

- Tuition and mandatory institutional fees
- Books and Supplies (Electronic Course Materials and Books - rEsource Fees)
- rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
- Room and Board (housing and food)
- Transportation
- Miscellaneous (personal care expenses)
- Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition
- Electronic Course Materials and Books (rEsource Fees)

Tuition

The tuition component for the COA is a per credit average based on credential level and college. The University documents how tuition averages are calculated and makes this information available upon request. Exceptions include professional judgment decisions and elimination of an overaward using a student’s actual tuition costs for the period of enrollment. (Refer to the Professional Judgment
Loan Fees

If a student’s period of enrollment is less than a full academic year, costs will be adjusted to match the period of enrollment.

Books and Supplies (Electronic Course Materials and Books)

The books and supplies component is calculated using a standard resource fee based on the credential for each enrolled course, for the period of enrollment.

Living Expense

The living expense component is a per month allowance calculated using data provided in the most recent Consumer Expenditure Survey. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing).

To determine the total living component for each student’s COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Policy for further information)

- Nine months for associate’s degree-seeking students (9 week course delivery);
- Ten months for associate’s degree-seeking students (5 week course delivery);
- Ten months for bachelor’s degree-seeking students; and
- Twelve months for graduate students.

Certificate seeking students:

- College of Education
  - Graduate certificate - 12 months
- College of Health Sciences and Nursing
  - Undergrad certificate -10 months
  - Graduate certificate -11 months
- College of Humanities and Sciences
  - Undergrad certificate -9 months
  - Graduate certificate - 6 months
- College of Information Systems and Technology
  - Undergrad certificate -8 months
  - Graduate certificate -9 months
- School of Business
  - Undergrad certificate -8 months
  - Graduate certificate -9 months

Programs Less than an Academic Year and Remaining Periods of Study Less than an Academic Year (End of Program)

The COA for programs less than an academic year and the COA for end of programs (EOPs) is based on the credits required to complete the program and the weeks of instructional time, converted to months, needed to complete those credits. The months are rounded up and multiplied by the monthly living expense to determine the living expense component of the student’s COA. The COA for an EOP will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

Loans Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student’s COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Incarcerated Students

The COA for incarcerated students is limited to tuition, course material fees, and books and supplies, if required in the program of study. (Refer to the Student/Parent Eligibility Policy for further information)

Tribal Budget

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

Consortium Agreements Policy

Overview

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

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Direct Loan Policy

Overview

The Direct Loan Policy addresses the application process for obtaining a Federal Direct Loan (DL), the applicable period of time for receiving a DL, and the maximum annual and aggregate amounts of DL a borrower may receive.

Policy

Application Process

To obtain a Direct Loan (DL), a student must complete and submit a current award year Free Application for Federal Student Aid (FAFSA). Additional forms, such as the University Financial Aid Application, Direct Loan Master Promissory Note (MPN), and/or Direct Loan Entrance Counseling (if first time borrower) may also be needed.

Once completed documents are received, the University determines the student’s eligibility for the DL program and awards accordingly. The University will send out a notification of the proposed loan package via an award letter including the proposed loan type(s) and amount(s). Once the award is made, the University transmits the loan origination and disbursement record to the Department of Education (ED). ED will provide an origination acknowledgement confirming the student has a completed MPN and is eligible for the DL program funds awarded. Prior to the anticipated disbursement date, the student’s eligibility for the DL program funds is reconfirmed and loan funds are drawn-down from ED and disbursed to the student by application to the student account with the University.

MPN Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new
MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Request may be made for an increase or decrease to the loan amount. However, if the amount(s) of Direct and/or Federal Direct PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the date of disbursement will be honored as a partial cancellation based on title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

**Loan Period**

The minimum period of enrollment the University may originate a Direct Loan is the lesser of the following:

- The length of the student's program
- The student's academic year (Refer to the Academic Year Definition Policy for specific requirements)
- The remaining portion of the student's program (if the program is shorter than an academic year)

The maximum period the University may originate a DL is

- generally, the student's academic year (Refer to the Academic Year Definition Policy for specific requirements); or
- for a defaulted borrower who has regained eligibility, the academic year the borrower re-gained eligibility.

**Note:** For information on loan periods for students who transfer from another school, complete a program and advance to another program at the University, or change programs at the University refer to the External Transfer Policy, Advancing Programs, and Program Changes Policies

**Annual Loan Limits for Subsidized and Unsubsidized Loans**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Dependent Undergraduate Student</th>
<th>Independent Undergraduate Student</th>
<th>Graduate/Professional Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Freshman</td>
<td>$5,500 (base) ($3,500 subsidized)</td>
<td>$9,500 (base) ($5,500 subsidized)</td>
<td></td>
</tr>
<tr>
<td>(2) Sophomore</td>
<td>$6,500 (base) ($4,500 subsidized)</td>
<td>$10,500 (base) ($5,500 subsidized)</td>
<td></td>
</tr>
<tr>
<td>(3 &amp; 4) Junior and Senior</td>
<td>$7,500 (base) ($5,500 subsidized)</td>
<td>$12,500 (base) ($5,500 subsidized)</td>
<td></td>
</tr>
<tr>
<td>(5) Fifth year undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional Direct Unsubsidized Loan amounts. Student dependency status will be determined based on answers to questions on the Free Application for Federal Student Aid (FAFSA)

Students may attend another school(s) while attending the University and receive Direct/PLUS loans at both schools for the same period of enrollment. If this occurs, the University resolves any possible annual loan limit overaward by reducing or cancelling loan disbursements to ensure students do not exceed annual loan limit amounts.

**Aggregate Loan Limits for Subsidized and Unsubsidized Loans**

When reviewing NSLDS, the University uses the Aggregate Outstanding Principal Balance (Agg. OPB) shown in NSLDS for each of the student's outstanding federal loans. If the student has one or more consolidation loans, which may include Subsidized and Unsubsidized federal loans, NSLDS will show separate totals for each. The University is not responsible for reviewing “unallocated” loans if they are present in NSLDS.

The following represents the maximum outstanding total subsidized and unsubsidized loan debt:

<table>
<thead>
<tr>
<th></th>
<th>Subsidized</th>
<th>Total (subsidized &amp; unsubsidized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduate Students (excluding those whose parents cannot borrow PLUS)</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>Independent Undergraduate students &amp; Dependent Undergraduate Students whose parents cannot borrow PLUS</td>
<td>$23,000</td>
<td>$57,500</td>
</tr>
</tbody>
</table>
If a student at the University has received federal loans at other schools, the University reviews the student's financial aid history on the Institutional Student Information Record (ISIR) to ensure the student has remaining eligibility under the aggregate loan limits. If a student exceeds the aggregate loan limits, the student may not receive additional direct loans until the student (1) repays in full the excess loan amount; or (2) makes arrangements, satisfactory to the holder of the loan, to repay the excess loan amount.

150% Direct Subsidized Loan Limit

Borrowers who have no outstanding balance on a Direct Loan or a Federal Family Education Loan (FFEL) on July 1, 2013, or on the date the borrower obtains a Direct Loan after July 1, 2013 will have Direct Subsidized Loan eligibility limited to a period not to exceed 150 percent of the length of the borrower’s educational program. In addition, under certain conditions, these first-time borrowers who have exceeded the 150 percent limit may lose the interest subsidy on their Direct Subsidized Loans. ED will monitor this subsidized usage and notify borrowers through disclosure statements provided to the borrowers.

Additional Unsubsidized Eligibility

Independent undergraduate, graduate or professional students may borrow additional unsubsidized annual loan amounts. Dependent undergraduate students, whose parents are unable to borrow PLUS loans due to adverse credit or other documented exceptional circumstances, may borrow additional unsubsidized annual loan amounts. Exceptional circumstances include, but are not limited to, circumstances in which the student’s parent receives only public assistance or disability benefits, is incarcerated, has an adverse credit history, or the parent’s whereabouts are unknown. A parent’s refusal to borrow a Federal PLUS Loan or Direct PLUS Loan does not constitute exceptional circumstances.

Dependent undergraduate students, whose parents have ended financial support and refuse to file the FAFSA, may be eligible for unsubsidized loans. In these scenarios, the University verifies that the parents have ended financial support and refuse to file the FAFSA based upon documentation submitted by the dependent student. These students must complete and submit a FAFSA that includes all the required student information. They are eligible to receive only an unsubsidized loan and not any other federal financial aid assistance. The maximum annual unsubsidized loan amount they may receive is the “base” annual loan limit for the student’s grade level plus the additional $2,000 unsubsidized amount.

Loan Origination Date

The date of a loan origination is the date the University creates the electronic loan origination record. The University will not originate a direct loan for a loan period in which the student is no longer enrolled at least half-time, even if the student is otherwise still enrolled at the University. Any funds originated after the student’s loan period end date are not kept by the University.

Annual Loan Limit Progression

The student’s academic year is used as the basis for the annual loan limits. To advance to the next grade level and for annual loan limit purposes, the student must successfully complete and earn the weeks and credit hours in the academic year. Students in nonterm programs can never progress to the next grade level in the middle of an academic year. (Refer to the Academic Year Definition Policy for specific requirements.)

If the University accepts transfer credits for a student transferring from another school into a program at the University that is greater than one academic year in length, the University uses the loan limits associated with the grade level based on the credits accepted.

Prorating Annual Loan Limits

The University is required to prorate Federal DL eligibility in the following scenarios:

- The program is less than one academic year in length (see Academic Year Policy for more information)
- The undergraduate program is more than one academic year in length but a student’s remaining period of enrollment in this undergraduate program is less than an academic year in length based on required credits

Program is less than an academic year in length

Students enrolled in programs less than an academic year in length will have their DL eligibility amounts prorated. The annual loan limit for these programs is based on the lesser of:

\[ \text{Credit hours} \times \text{Annual loan limit} \]

OR

\[ \text{Weeks} \times \text{Annual loan limit} \]

Program is more than an academic year in length but remaining period of enrollment is less than an academic year in length in required credits

Students enrolled in undergraduate programs with a remaining period of enrollment less than an academic year, as measured in credit hours, will have their DL eligibility amounts prorated based on:

\[ \text{Credit hours remaining} \times \text{Annual loan limit} \]

**Example:** An independent, second year student is enrolled in the AAB program. He has a remaining period of enrollment consisting of 12 credit hours. A full academic year at the University is defined as 24 credit hours.

**Direct Loan Calculations to Determine Eligibility for Remaining Period of Enrollment**

- **Maximum Subsidized eligibility for remaining period of enrollment**
  \[(12/24) \times 4,500 = 2,250\]

- **Maximum Unsubsidized eligibility for remaining period of enrollment**
  \[(12/24) \times 6,000 = 3,000\]

| Graduate & Professional Students | $65,500 | $138,500 |
Disbursements Policy

Overview

The Disbursements Policy addresses a student’s eligibility for standard, late, and post withdrawal disbursements from the University. The University may only disburse federal financial aid funds to eligible students.

Policy

Standard Disbursement

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

If the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure at least one-half the credit hours and one-half the weeks of instructional time in the AY are completed. Occasionally, when a student’s file is reevaluated, the second payment period may consist of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the second disbursement of the remaining period is made once the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the remaining period. The remaining period may not be disbursed until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in the remaining payment period.

If the University is unable to determine when a student has successfully completed one-half the credit hours in the remaining period of study, the second payment period will begin on the latter of the date the student successfully completes 1) one-half of the coursework in the remaining period; or 2) one-half the weeks of instructional time in the remaining period. If the remaining period consists of only three credit hours and five weeks of instructional time, the second disbursement will be made once the student successfully completes 3 weeks of instructional time.

The University will disburse Direct Loan proceeds in substantially equal installments, and no installment will exceed one-half of the loan amount.

First-time, first-year undergraduate borrowers will not have the first installment of Direct Loan proceeds disbursed until 30 calendar days after the program of study AY begins. The University will schedule disbursements according to procedures.

Before disbursing federal financial aid funds, the University determines and documents the student’s eligibility to receive federal financial aid funds.

The University disburses federal financial aid funds by crediting the student’s account no later than three business days after receiving the funds. Funds in excess of allowable charges are paid directly to the student unless otherwise authorized in writing by the student. (Refer to the Federal Financial Aid Credit Balance Policy for additional information.)

During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

Right to Cancel

Before the University disburses federal financial aid funds, the University will notify the student of the amount of funds that the student (or parents in the case of PLUS loans) can expect to receive under each federal financial aid program and how and when those funds will be disbursed.

The University will notify the student (or parent) of the amount of the federal aid disbursement, the student’s (or parent’s) right to cancel all or a portion of the loan, or loan disbursement and have the proceeds returned to the holder of the loan. The notice will also include the procedures and time by which the student (or parent) must notify the University that he/she wishes to cancel the loan, or loan disbursement. This notice will be sent to the student/parent no earlier than 30 days before and no later than seven days after crediting the student’s account at the University.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Direct Loans, is no longer enrolled at least half time; or
- For Federal Grants, the student is no longer enrolled at the University for the award year.

If a student completes a payment period or period of enrollment, withholds during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University. The following conditions must be met prior to the date the student (or parent) became ineligible for a late disbursement.

**Program**

- Pell Grant/IASG
- FSEOG
- Direct Loans

<table>
<thead>
<tr>
<th>Program</th>
<th>No additional requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant/IASG</td>
<td>For all programs, the Department processed a SAR/ISIR with an official EFC.</td>
</tr>
<tr>
<td>FSEOG</td>
<td>Student is awarded a grant</td>
</tr>
<tr>
<td>Direct Loans</td>
<td>A loan record is originated</td>
</tr>
</tbody>
</table>

The following additional limitations must be satisfied before the University may make a late disbursement...
Paying a Late Disbursement of Federal Financial Aid Grant Funds
Without the student’s permission, the University may credit a student’s account with a late disbursement of federal financial aid grant funds for current allowable charges. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student’s account have been satisfied, the University pays the grant funds directly to the student within 14 days.

The University will make a late disbursement to the student no later than 180 days after the date of the University’s determination that the student withdrew, or for a student who did not withdraw, 180 days after the date the student became ineligible.

Paying a Late Disbursement of Federal Financial Aid Loan Funds
Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the student’s obligation to repay the loan funds disbursed. The student is given an opportunity to accept or decline the loan. The student’s authorization to receive the loan must be submitted via the late disbursement letter or via a signed statement submitted to the University titled “Late Disbursement Notification.”

The student has 30 days from the date on the letter to return the letter to the University; otherwise the loan funds are canceled. The University will make the late disbursement to the student no later than 180 days after the date of the University’s determination that the student withdrew or became ineligible. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the University offers the funds to the student in writing and does not disburse the direct loan funds directly to the student until the student’s authorization is received.

Late Disbursement - After 180 Days
The University will make a late disbursement of federal financial aid funds within 180 days of the date the student became ineligible. No disbursement of these funds is made after the 180-day timeframe.

Post Withdrawal Disbursement
Withdrawn students lose federal financial aid eligibility and cannot be paid additional federal financial aid funds for the payment period and/or AY. However, as a result of the student’s Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student’s withdrawal date.

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University’s determination that the student withdrew, which would apply to the following:

• A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study
• Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period
• Disbursements of Federal Pell, or IASG funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds
The University may credit a student’s account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG) without the student’s permission, for outstanding current (educationally related) charges. The University will obtain a student’s authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University’s determination that the student withdrew.

If the student does not respond to the University’s notice for authorization, federal financial aid grant funds are used for appropriate outstanding current (educationally related) charges. (See the Federal Financial Aid Credit Balance Policy for the definition of outstanding charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds
The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student’s account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University’s date of determination that the student withdrew. The written notification includes the following:

• “The type and amount of Direct Loan funds to be credited to the student’s account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
• Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
• Information in reference to the borrower’s obligation to repay Direct Loan funds, if disbursed.
• A request for authorization to credit Direct Loan funds to the student’s account, indicating if confirmation is not provided, the borrower may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
• Information informing the borrower that no PWD will be made if he/she does not respond within 30 days of the date of the letter. The University may, on an exception basis, choose to extend this timeline. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student’s account and direct disbursement of a PWD.

• If the University declines to honor a late response accepting loan funds to be credited to the student’s account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

• If the University chooses to honor a late response, all loan funds must be disbursed in accordance with the student or parent’s request. The result of the contact and final determination made concerning the disbursement is documented in the student’s file.

• Instructions to submit the response electronically or in writing directly to Student Financial Services - Operations (SFS-O) by mail, or fax.

If the student, or parent in the case of a PLUS loan, responds to the notice within 30 days of the date of the letter and instructs the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University’s date of the determination that the student withdrew. If the University chooses to honor a late response, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student’s or parent’s request. If the University declines to honor a late response accepting loan funds to be credited to student’s account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing. The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

• A PWD is due and accepted by the student, or parent in the case of a PLUS loan,

• The amount of the PWD, and

• The PWD can be disbursed within three business days of receipt.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student’s account and those funds exceed the student’s allowable charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student’s account unless an Authorization to Hold Funds form is on file. More information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

Policy

Whenever the University credits federal financial aid funds to a student’s account and those funds exceed the student’s allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. The order in which funds are credited does not matter, and the University does not require a student or parent to take any actions to obtain the credit balance.

Attribution of Funds

The University will consider to have disbursed federal financial aid grants before direct loans to the student’s account in the following order regardless of when the funds are credited:

• Pell Grant
• Iraq and Afghanistan Service Grant (IASG)
• FSEOG
• Direct Subsidized Loan
• Direct Unsubsidized Loan
• Graduate/Professional PLUS Loan
• Parent PLUS Loan

Note - Federal regulations require direct loan funds applied to a student’s account, to be applied to current charges first.

Authorization to Hold Funds

The University may obtain a student’s (or parent in the case of a PLUS loan) written, voluntary authorization through the University’s financial aid application process to hold a federal financial aid credit balance. This authorization may also be obtained through a paper process.

The University does not require or coerce the authorization and notifies the student (or parent in the case of a PLUS loan) that the authorization may be canceled at any time. If the student (or parent in the case of a PLUS loan) chooses to cancel the authorization, the cancellation is not retroactive. Funds held for incurred allowable charges and prior year charges prior to the University receiving the authorization cancellation, will remain on account.

At any time, the University will accept a Financial Aid Authorization Change Form from a student (or parent in the case of a PLUS loan), canceling or modifying the authorization initially provided. The Financial Aid Authorization Change Form is available to students on the University’s web site.

If a student (or parent in the case of a PLUS loan) cancels an authorization to apply a federal financial aid credit balance, the funds will be paid directly to the student (or parent in the case of a PLUS loan, or student if authorized by the parent) as soon as possible, but no later than 14 days after Student Financial Services - Operations (SFS-O) receives the notice.

Notwithstanding any authorization, the University pays any remaining balance on loan funds to the student (or parent in the case of a PLUS loan, or student if authorized by the parent) by the end of the loan period.

During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

Application of Funds

The University applies funds received from a federal financial aid disbursement in the following order:

• Invoiced and unpaid tuition (including tuition, mandatory fees, sales tax, and Directed Study fees) and California Student Tuition Recover Fund, if applicable, for the current payment period or prior payment period of the loan period;

• If authorization has been obtained from the student (or parent in the case of a PLUS loan), future tuition (including tuition, mandatory fees, sales tax and directed study fees) and California Student tuition Recover Fund, if applicable for the future payment period of the loan period; and
• If authorization has been obtained from the student (or parent in the case of a PLUS loan), invoiced & unpaid, and future not yet charged electronic course materials fees and books
• Direct Loan funds to any unpaid allowable charges for a prior loan period, not to exceed $200

During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

Timeline to Issue a Federal Financial Aid Credit Balance
If there is no authorization on file, the University issues excess funds to the student within 14 days of the date funds are disbursed (applied to the student's account, or in the case of a check, the date the check is signed by the student or parent).

During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

Timeline to Issue Federal Financial Aid Credit Balance for Book Voucher
All Title IV eligible students with a federal financial aid credit balance who meet the criteria for funds that could have been disbursed 10 days prior to the beginning of the payment period will be notified of the University's book voucher request process. If the student requests a book voucher, the student will be provided the lesser of the amount of the credit balance or the amount needed by the student as determined by the University to purchase books and supplies. These funds will be issued to the student no later than the seventh day of the payment period. Students may opt out of this offer by not requesting the book voucher.

Treatment of Unclaimed Federal Financial Aid Credit Balance
If the University is unable to locate a student to pay a federal financial aid credit balance and has exhausted all possible avenues to find the student, the University will return the credit balance to the applicable federal financial aid programs. This process is accomplished by referencing the attribution of funds section in this policy.

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

Return of Title IV
The University will hold a federal financial aid credit balance until completion of the Return of Title IV (R2T4) process. (Refer to the Return of Title IV Policy for additional information.) Once the R2T4 calculation is completed, if there is any federal financial aid credit balance remaining, the University allocates the credit balance as follows:
• First, to repay any grant overpayment owed by the student as a result of his/her withdrawal
• Within 14 days of the date the R2T4 calculation is performed, the University pays any remaining federal financial aid credit balance in one or more of the following ways:
  • Pay authorized charges at the University; or
  • Pay the student directly (or parent for a Direct PLUS loan)

Refer to the Return of Title IV Policy for additional information.

Returning Unclaimed Title IV Credit Balances
Federal financial aid funds may not escheat to a state or any other third party. The University will attempt to disburse credit balances to the student or parent. However, if the credit balance funds are returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the appropriate lender no later than 240 days after the date the first check is issued. All unclaimed credit balances will be returned in the following order:
• Unsubsidized Direct Loans (other than Direct PLUS)
• Subsidized Direct Loans
• Direct PLUS Loans
• Federal Pell Grants
• FSEOG Grants
• TEACH Grants
• Iraq and Afghanistan Service Grants

Federal Pell Grant-IASG Policy

Overview
The Federal Pell Grant/Iraq and Afghanistan service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants and IASG to eligible students.

Policy
The University calculates the annual award for students in non-term credit-hour pro-grams using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment schedule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Rounding
The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under “Pell Payment Calculations and LEU Limitations” section below.

Calculating Payment Amounts
The award for each payment period may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:
• Credit hours in the payment period over the credit hours in an academic year
or
• Weeks of instructional time in the payment period over the weeks in the academic year.

The scheduled Pell/IASG award is calculated using the lesser percentage multiplied by the scheduled award.

Crossover Payment Periods
When a payment period falls into two award years -it begins before July 1 and ends on or after July 1 - it is referred to as a “crossover payment period.” If a student is en-rolled in a crossover payment period, the entire payment period must be considered to occur within one FAFSA award year. The University determines for each Pell/IASG grant recipient the award year in which the payment period is placed. Students are awarded from the oldest and active aid year first.

Pell Payment Calculations and LEU Limitations
If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse
50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student’s Pell Grant award in one of the award years is for a portion of the program that is less than a full AY. Students must understand that they may lose Pell funding

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the two calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Students Declining Pell Grant Funds

Students who decide to decline all or a part of a Pell grant disbursement must deliver to the University a signed, written statement clearly indicating they are declining the Pell grant funds for which they are eligible. Furthermore, they must understand those funds may not be available once the FAFSA award year is over. If the University receives a statement indicating such from the student, it will submit any adjustment records for the student to the Common Origination and Disbursement (COD) System. Any University account balance(s) resulting from the return of Pell Grant funding is the responsibility of the student.

Students Returning Pell Grant Funds

Students have the option of returning all or a portion of Pell grant funds they were eligible to receive, as long as this return is taken during the SAME award year. If they choose to do so, they must deliver to the University a signed statement clearly indicating they are returning the Pell grant funds they are eligible for. Furthermore, they understand those funds may not be available once the award year is over. Students must return the funds directly to the University, and the University will return those funds to the student’s account balance(s) resulting from the return of Pell Grant funds. Any University account balance(s) resulting from the return of Pell/IASG Grant funds is the responsibility of the student.

The University does not accept any Pell/IASG grant funds from prior FAFSA award years.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding. However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will then contact Federal Student Aid’s COD School Relations Center at 800-447-4268. The Department of Education (ED), after its review of the student’s assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed.

On occasion, a student may dispute the Pell LEU information by contacting ED. In these scenarios, the University requires the exception/override to the dispute to be in writing and received directly from ED. Once the information is received, the University will adjust the student’s Pell eligibility accordingly. The student must meet all other eligibility criteria in order to receive the Pell Grant funds.

Voucher for Books - Effective for Pell Eligible Students after July 1, 2011

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. These students are notified of the University’s book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the re-calculation, the student received more Pell/IASG award than the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University, the period of ineligibility and disbursement must deliver to the University a signed, written statement confirming the student never attended, or at least never attended the University, and the University will return those funds to the Pell Grant fund. On occasion, a student may dispute the Pell LEU information by contacting ED. In these scenarios, the University requires the exception/override to the dispute to be in writing and received directly from ED. Once the information is received, the University will adjust the student’s Pell eligibility accordingly. The student must meet all other eligibility criteria in order to receive the Pell Grant funds.
Financial Aid Counseling Policy

Overview
The Financial Aid Counseling Policy addresses the requirements of the University ensuring initial entrance counseling is completed and students are notified of the requirement to complete exit counseling for each Direct, Graduate/Professional PLUS and Perkins loan borrower.

Policy
Entrance Loan Counseling
Entrance loan counseling, for Direct and Graduate/Professional PLUS loan borrowers, provides comprehensive information on the terms and conditions of the loan and the responsibilities of the borrower with respect to the loan. The University ensures entrance loan counseling is completed for each first-time borrower. Students can submit proof of prior completion or can complete it on iGrad or StudentLoans.gov. The disbursement process prevents a student from receiving funding without completing entrance counseling. The counseling session includes completion of an interactive program that tests the borrower's understanding of the terms and conditions of the loans. The University ensures an individual with expertise in federal financial aid is reasonably available to answer the borrower's questions regarding those programs.

Online counseling for Direct and Graduate/Professional PLUS borrowers generally provides the following:
- An explanation of the use of a Master Promissory Note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS)
- Other terms and conditions
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period, and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods (if first disbursement was between 7/1/2012 and 6/30/2014), and periods of authorized deferment
- Impact of borrower responsibility for accruing interest on the borrower's total debt

Entrance loan counseling for Grad PLUS borrowers also includes information about options to pay interest on a PLUS Loan while the borrower is in school. The University maintains documentation substantiating the completion of entrance loan counseling for each student borrower.

PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.

Exit Loan Counseling
Federal financial aid recipient students within 2 to 7 credits of completing their program at the University will receive an electronic notification about the requirement to complete exit loan counseling. In addition, within 30 days of a student's last date of attendance, the University sends a letter with a link to complete NSLDS counseling and the required exit counseling materials. An eLetter is also sent to direct students to NSLDS.

If the student is a Direct Loan borrower at the University and withdraws prior to completing his/her program of study, the University mails exit loan counseling material to the borrower at the last known address and send an email directing the student to the NSLDS website where exit counseling may be completed. The material is sent within 30 days of the University learning the borrower has withdrawn. The University documents the student's file with the date the materials were sent.

HEROES Act Policy

Overview
The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy
The University ensures those affected by war, military operations or national emergencies are not disadvantaged because of their status.

Category 1 Individuals
Individuals affected by the waivers and modifications under this category include persons who
- are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis
The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect more accurately the financial condition of an affected individual and family. The University has the option of using the applicant's original EFC or the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment procedures established by the Secretary as discussed in the following section.

Professional Judgment
To more accurately reflect financial need, the University uses professional judgment on a case-by-case basis for affected individuals.
The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications (e.g., an individual's income increased as a result of serving on active duty).

The University clearly documents the reasons for any adjustment and the facts supporting the decision. In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances. As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System.

**Title IV Grant Overpayments**

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

**Verification of AGI and U.S. Income Tax Paid**

- For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the University accepts the following: A copy of IRS Form 4868, “Application for Automatic Extension of Time to File U.S. Individual Income Tax Return” or a copy of the IRS’s approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND

- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year.

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND

- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year.

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed. If the University receives the tax information, it will verify the income information of the tax filer(s).

**Category 2 Individuals**

Individuals affected by the waivers and modifications under this category include persons who

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

The following waivers and modifications affect Category 2 individuals:

**Post-withdrawal Disbursement (PWD)**

A student who withdraws because of status as an affected individual and who is eligible for a post-withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University’s discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

**Leaves of Absence (LOA)**

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

**Treatment of Federal Financial Aid Credit Balance When a Student Withdraws**

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

**Loan Cancellation**

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

**Student and Parent Authorizations**

The University accepts an affected individual’s verbal consent or authorization to

- Use federal financial aid funds to pay for charges other than tuition, fees; and
- Hold federal financial aid funds on behalf of the student or parent that would otherwise be directly paid to the student (or parent).

The University will document the verbal consent or authorization. During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

**Satisfactory Academic Progress**

If a student fails to meet the University’s satisfactory academic progress (SAP) standards (Refer to the SAP Policy for further information) as a direct result of being an affected individual in
this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

**Category 3 Individuals**

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or
- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

**Institutional Charges and Refunds**

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

**Category 4 Individuals**

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

**Verification Signature Requirements**

A dependent student is not required to submit a statement signed by one of the applicant’s parents when no responsible parent can provide the required signature because of the parent’s status as an affected individual in this category.

**Signatures on the Free Application for Federal Student Aid (FAFSA), Student Aid Report (SAR), and Institutional Student Information Record (ISIR)**

A dependent student is not required to provide a parent's signature on the Federal Student Aid (FAFSA), Student Aid Report (SAR), or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent’s status as an affected individual in this category The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent’s inability to provide a signature due to the parent’s status as an affected individual in this category

**Leave of Absence Policy**

The Leave of Absence (LOA) Policy addresses the temporary interruption in a stu-dent’s program of study, when the student is not in attendance at the University. The LOA Policy is applicable to all students enrolled in certificate and degree programs at the University. If a student is not actively enrolled in a program, the student is not eligible to apply for an LOA. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for federal financial aid recipients.

**Policy**

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

**Required Documentation**

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

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

If a student is out of attendance due to an unforeseen circumstance and considered unofficially withdrawn and the campus can document the reason and decision for the LOA prior to the Return of Title IV (R2T4) Calculation being performed, the student will be placed on an approved LOA and no calculation will be required. However, if the student is unofficially withdrawn and the campus does not document the reason prior to the calculation being performed, the student will be considered an unofficial withdrawal.

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

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

**Length**

In determining the length of the LOA, the LOA start date is the first day of the LOA and the LOA end date is the day before the start date of the course the student is returning to at the University. The first day of the student’s initial LOA is used when deter-mining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA, as recorded by the student on the LOA form, is the date the student was unable to attend class be-cause of the unforeseen circumstance.

The course start date will cease the LOA day count; however, the University’s academic system of record will use an active enrollment status effective date as determined by the date the student posts an academic related activity (ARA) in the course the stu-dent returns to at the University. NSLDS Enrollment Reporting will use the standard effective date for an active enrollment (i.e. course start date). A new LOA request form will be required for any additional LOAs.

**Note:** At the time of the LOA approval, the University will review the LOA dates re-quested by the student and may adjust those dates based on ARAs, class schedules, etc.
Extending an LOA
A student may request an LOA extension as long as the request is made before the scheduled end date. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated request, including the reason for the LOA extension to the finance advisor. All requests must be forwarded to Student Financial Services - Operations (SFS-O).

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

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

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

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

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

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

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

Overawards and Overpayments Policy

Overview
The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student’s financial aid package.

Policy
An overaward occurs when a student’s financial aid package exceeds financial need or when the total of all awards exceeds the cost of attendance (COA). Over-awards are usually the result of the student receiving financial assistance the University was not aware of when the student was packaged and/or awarded. The overaward becomes an overpayment if the University cannot correct the issue be-fore funds are disbursed to the student.

Pell Grants
The Federal Pell Grant is never adjusted to account for other forms of financial assistance Therefore, if a student’s financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded. If the University awards a Pell Grant to an ineligible student, that award becomes an overaward and must be resolved.

If the University makes a Pell Grant overpayment for which it is not liable and the student is still enrolled, the University will return the funds on behalf of the student. The student’s financial aid is repackaged according to eligibility, and the student owes the University, rather than the Department of Education, any Pell grant funds he or she was ineligible to receive.

If the student withdraws from the University and the Return to Title IV calculation results in a Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student’s withdrawal from the University, includes a statement that failure to make the repayment or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved. Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than $50 and is not a remaining balance.

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes.

Iraq and Afghanistan Service Grants (IASG)
The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student’s financial aid package includes an IASG and the package exceeds need or COA, but the IASG by itself does not exceed the student’s need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student’s COA for a period of enrollment, the total amount of the IASG must be reduced to federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the student’s financial aid package.

Campus-Based Funds
The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who’s FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student’s financial need.

Estimated Financial Aid Assistance Exceeds Need
Campus-based funding allows for a $300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The $300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in
need. Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than $300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than $300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than $300, cancel any undisbursed loan or grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than $300, treat it as an overpayment that must be eliminated.

**Direct Loans**

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) estimated financial assistance (EFA) for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either:

- Using the student’s Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not already done; or
- Reducing or returning one or more disbursements to eliminate the over-award.

**State Grants and Pell Grant funds only**

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this over-award.

**Financial Aid Assistance Exceeds Cost of Attendance**

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University reduces or cancels any future federal financial aid loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If a return of funds is necessary to eliminate the overaward, funds are returned in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan

If the student becomes ineligible for only part of a Direct Loan or PLUS loan, the University will reduce the loan to eliminate the amount the student is ineligible for. If the student has no loans or if the student’s financial assistance still exceeds the student’s financial need or COA, the University will proceed to reduce institutional grant and/or scholarship aid.

**Reminder** - The University will adjust the financial aid package to prevent an overaward of campus-based funds.

**Conflicting Information and Other Assistance**

The University is responsible for resolving conflicting information in a student’s file. At times, the University may receive financial assistance it was unaware of for a student. If the financial assistance was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University treats the financial assistance as EFA for the period of enrollment just completed.

**Packaging Policy**

**Overview**

The Packaging Philosophy Policy addresses the University’s calculation of student awards based on costs, period of enrollment, and statutory award maximums.

**Policy**

Prior to determining a student’s eligibility for federal financial aid, the University confirms a valid output document - Institution Student Information Record (ISIR) - is on file. The University uses the “Ladder” packaging methodology allowing all applicants to be treated in the same manner when awarding funds. The University packages up to the cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

**Determining Need**

The University subtracts the EFC, the Federal Pell Grant and other non-federal financial aid re-sources from the COA to determine remaining need.

**Example:**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,500</td>
<td>COA</td>
</tr>
<tr>
<td>- 2,500</td>
<td>EFC</td>
</tr>
<tr>
<td>- 1,600</td>
<td>Pell Grant</td>
</tr>
<tr>
<td>- 1,400</td>
<td>Scholarship</td>
</tr>
<tr>
<td>$7,000</td>
<td>Remaining Need</td>
</tr>
</tbody>
</table>

The order in which financial aid is considered and awarded is as follows:

**Federal Pell Grant/Iraq and Afghanistan Service Grant**

The Federal Pell Grant or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

**Zero EFC Treatment for Children of Soldiers**

An otherwise-Pell eligible student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased amounts of federal financial aid if (1) the student was less than 24 years of age when the parent or guardian died; or (2) enrolled at an institution of higher education at the time of the parent or guardian’s death.

The University uses an EFC of zero to package all federal financial aid if the student meeting the previously stated criteria has a Pell-eligible EFC. The zero EFC is only used for packaging purposes. The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment. This is based on a match with the U.S. Department of Defense file of eligible dependents.

**Other Resources**

Other resources include, but are not limited to, the following:

- External grants and scholarships
Self-help aid is awarded to meet remaining need as follows:

- State Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Grants and scholarships awarded:
  - Other financial assistance paid directly to the University
  - Tribal aid
  - Private and State grants
  - Private loans
  - Private and State grants
  - Tribal aid
  - Other financial assistance paid directly to the University

Determining Remaining Need

Self-help aid is awarded to meet remaining need as follows:

- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Parent PLUS Loan
- Federal Direct Graduate/Professional PLUS Loan
- Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct unsubsidized loan amounts they are eligible for, are notified of their maximum unsubsidized loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Estimated Financial Assistance

The University considers need-based aid as well as non-need-based aid as estimated financial assistance (EFA) when packaging financial aid for a student. EFA includes, but is not limited to, the following:

- Federal Pell Grant
- Campus-Based Aid
- State Grants
- Scholarships
- AmeriCorps *
- Fellowships or Assistantships
- Tuition Assistance
- Waivers/Discounts
- Direct Subsidized and Unsubsidized Loans
- Direct Parent and Graduate/Professional PLUS Loans
- Private Loans

Iraq and Afghanistan Service Grants are not considered EFA. Therefore, they are never included in determining if a student's financial assistance exceeds need or COA. Likewise, if a student's other financial assistance exceeds a student's need or cost of attendance, as applicable, the student's Iraq Afghanistan Service Grant should not be reduced in eliminating the excess. However, and Iraq and Afghanistan Service Grant may be reduced if it alone exceeds a student's COA.

If an IASG recipient becomes eligible for the Federal Pell Grant during the award year, the University will treat the Federal Pell Grant as EFA, and may need to adjust the student's financial aid package.

* The University does not count AmeriCorps benefits as EFA when determining eligibility for a subsidized direct loan; however, the University does include AmeriCorps benefits when determining eligibility for a direct unsubsidized loan.

* If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes.

Overlapping Academic Years

If a student begins a program at the University prior to the expiration of his/her previous pro-gram's academic year (AY), the University will award all federal financial aid based on the student’s remaining eligibility. The federal funds received for the prior AY do not count as EFA when awarding funds for the new program. However, the overlapping AY's funding is based on the remaining loan and grant eligibility, accounting for what the student received in the pro-gram. (Refer to the External Transfers, Program Changes, and Advancing Programs Policies for additional information)

Awarding State Grants

If a student is awarded state grant funds and an ISIR has a C-code(s) or is selected for verification, the University does not award the funds until the C-code(s) are resolved and/or verification requirements are met.

Conflicting Information and Other Resources

The University is responsible for resolving conflicting information in a student's file. At times, the University may receive aid it was unaware of for a student. If the aid was received after the period of enrollment ended for a student who is still enrolled or is intending to re-enroll, the University will treat the aid as EFA for the period of enrollment just completed.

Private Loan Policy

Overview

The Private Loans Policy addresses the University's participation in the private loan program. Private loans are available to help students supplement, not supplant, federal financial aid eligibility.

Policy

The University recommends that private loans be considered only after all federal and state financial aid options have been exhausted. Private loans may be available for both students and parents who are not eligible for need-based financial aid or who want to supplement their federal and state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. For debt management purposes, we encourage applicants to first complete the federal financial aid application to determine eligibility for grants and direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Eligibility

Private lenders determine student and/or parent eligibility for private loans. These amounts are limited to the cost of education minus other aid.

Application and Awarding Process

Most private loans are certified by the university to avoid over
awarding. Students who apply and receive a private loan on their own must report it to the University as estimated financial aid assistance. The total amount of assistance received from all sources of funding, including scholarships, financial aid, tuition discounts and private loan programs cannot exceed the student's total cost of attendance (COA). Certain private loan products are limited to direct costs less other aid awarded.

**Disbursement**

Private loans are disbursed via electronic funds transfer directly to the student's tuition account in a single disbursement at either the beginning of the loan period or school certification, whichever is later. Excess private loan funds are returned to the student upon their request, unless the loan is limited to direct educational costs.

**Leave of Absence (LOA)**

A leave of absence (LOA) is a temporary interruption in a student's program of study, whether necessitated by a planned or an unanticipated event or circumstance. Students receiving only private loans are eligible for an LOA at the University. (Refer to the Leave of Absence policy for further information on LOA requirements)

**Overawards**

If the total amount of assistance received from all sources of funding, as indicated above, exceeds the total COA, the University will return funds to the lender based on funds available on the student's tuition account. This is determined by the Overawards Policy as follows: 1) Private Loan, 2) Parent and Graduate/Professional PLUS Loan 3) Direct Unsubsidized Loan 4) Direct Subsidized Loan.

**Refunds**

If the student is out of attendance greater than 14 consecutive days and no LOA is approved, any excess funds remaining after the Return of Title IV (R2T4) Calculation and/or institutional refund policies are calculated will be returned to the private loan lender.

**Self-Certification Form**

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of the form. If an enrolled or admitted student requests a self-certification form, the University will provide the written or electronic form the student's file as it relates to the student's special circumstances.

**Professional Judgement Policy**

**Overview**

The Professional Judgment Policy addresses the University's treatment of a student, on a case-by-case basis, when the student has special circumstances that are not sufficiently addressed by a standard approach. Special circumstances include conditions that differentiate an individual student from a whole population of students and those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

**Policy**

The University uses professional judgment on a case-by-case basis. The reason is documented in the student's file as it relates to the student's special circumstances. The University does not accept adjustments made for a student by another school, but reviews the student's special circumstances and, if appropriate, documents the professional judgment decision made on the student's behalf. The University's decision regarding professional judgment adjustments is final and cannot be appealed to the U.S. Department of Education. (For additional information, refer to the Student Parent Eligibility Policy. Refer to the HEREOS Act Policy for information on individuals affected by war, military operations or national emergencies)

**Special Circumstances**

The purpose of professional judgment adjustments is to allow schools the ability to accommodate special circumstances; the U.S. Department of Education does not provide detailed information on when the University may make adjustments. Examples include the following:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- unusually high child care costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member, or
- other changes in the family's income, assets or a student's status

**Number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement**

The University may use professional judgment to increase or decrease one or more of the data elements used to calculate the Expected Family Contribution (EFC). The University may also use professional judgment to adjust the student's cost of attendance (COA). Inconsistent or conflicting information shown on the output document will be resolved before making any adjustments. Use of professional judgment is neither limited to nor required in the situations mentioned above.

The University will not

- Modify either the formula or the tables used in the EFC calculation, but may only change values of specific data elements used in the EFC calculation;
- Use professional judgment to waive general student eligibility requirements or to bypass the intent of the law or regulations. For instance, the University will not use professional judgment to change Federal Supplemental Education Opportunity Grant (FSEOG) selection criteria.
- Include post-enrollment activity expenses in the students Cost of Attendance. For example, professional licensing exam fees are not allowable costs.

The University will use fairness during the decision-making process and will not adjust data elements used to calculate the student's EFC, recurring costs such as vacation expenses, tithing expenses and standard living expenses related to utilities, credit card expenses, and children's allowances. In reviewing unusual expenses, the University reviews the income protection allowance (IPA) to determine if the expense is already included in the EFC calculation. Students should contact their Finance Advisor for further information.

**Program Changes Policy**

**Overview**

The Program Changes policy details the University's treatment and
determination of federal financial aid eligibility for students who change programs during an open payment period at the University.

Policy

Program Changes

Federal regulations require the University to evaluate the federal financial aid award for a student who has changed programs during an open payment period to determine whether or not the student may remain in the same payment period or if the student will be required to begin a new academic year (AY) and payment period. For a student to be considered in the same payment period, all five (5) of the following conditions must be met:

1. The student is continuously enrolled at the University
2. The courses in the payment period the student is transferring out of are substantially similar to the courses the student will be taking in the new program
3. Credits associated with the courses transfer to the new program
4. The payment periods are substantially equal in weeks of instruction and credit hours
5. There are little or no changes in tuition and fee charges associated with the payment period

During September 2018, the University will eliminate student and parent authorizations. The University will pay any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the federal financial aid credit balance occurs.

If All Five Conditions Are Met

If all five (5) conditions are met, the student will remain in the original payment period and AY. However, adjustments to disbursement dates, payment period start and end dates, and the AY end date may be made to address any changes to when the student will complete the required credit hours and weeks of instructional time of the AY.

Effective September 1, 2018, the University will no longer review the 5 conditions. For any student whose program change effective date is on or after this date, an R2T4 calculation will be performed to withdraw the student from the initial program. The student will be awarded for the new program based on a new AY/LP as follows:

Federal Pell Grant Award

If the student is eligible for the Federal Pell Grant, the University must identify the amounts of Federal Pell Grant already received for the federal award year in the program the student transferred out of and determine the percentage of the student’s annual scheduled Federal Pell Grant award already used.

To calculate the student’s remaining eligibility, the University uses the following formula:

\[
\text{Pell disbursed in prior program} = \% \text{ of Scheduled Award used}
\]

The University then determines the maximum percentage of the scheduled Federal Pell Grant Award the student may receive in the new program by using the following formula:

\[
100 \% \text{ of Scheduled Award} - \% \text{ of Scheduled Award used} = \text{Maximum Percentage of Scheduled Pell Award student may receive}
\]

When calculating the student’s Federal Pell Grant award, the University will also ensure the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount is not divided equally across the payment periods in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student’s remaining eligibility for each payment period, except that no payment period disbursement can exceed 50% of the scheduled annual award.

Federal Pell Grant Example: A student transfers from the AAB program to the BSBA program at the University and all five conditions are NOT met.

\[
\begin{align*}
\text{Scheduled Pell award} & = \$4,000 \\
\text{Percentage of Pell award already used in the prior program} & = \frac{\text{Pell award kept as a result of the R2T4 calculation}}{\text{Scheduled Pell award}} = \frac{\$1,500}{\$4,000} = 37.5\% \\
\text{Percentage of remaining Pell eligibility} & = 100\% - 37.5\% = 62.5\%
\end{align*}
\]

If All Five Conditions Are Not Met

If all five (5) conditions are not met, the University will perform a Return of Title IV (R2T4) calculation to withdraw the student from the payment period for the program the student is transferring out of and update the program’s AY/loan period (LP) accordingly.

Once the Return to Title IV (R2T4) calculation has been completed and all required federal aid funds returned as required, the University will package the student for the new program based on a new AY/LP as follows:

Federal Pell Grant Award

If the student is eligible for the Federal Pell Grant, the University must identify the amounts of Federal Pell Grant already received for the federal award year in the program the student transferred out of and determine the percentage of the student’s annual scheduled Federal Pell Grant award already used.

To calculate the student’s remaining eligibility, the University uses the following formula:
The student’s remaining Federal Pell Grant eligibility is $2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period, and the remainder of the amount in the second payment period as long as the second payment period falls in the same award year.

**Direct Loan Award**

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP and will be limited to the student’s remaining annual loan eligibility if the new program is at least an academic year in length. If the new program is less than an academic year in length or the remaining coursework represents less than an academic year in length, the student’s annual loan limit eligibility is the lesser of the remaining annual loan eligibility or the prorated loan eligibility based on credit hours to be completed in the new program.

Federal Direct Loan Example: A student transfers from the AAB program to the BSBA program at the University, and all five conditions are NOT met. In the BSBA program, the student is a third year, independent undergraduate student with a maximum annual Subsidized Loan eligibility of $5,500 and Unsubsidized Loan eligibility of $7,000.

**Pell Calculations by the University**

<table>
<thead>
<tr>
<th>Pell Award</th>
<th>$4,000 X 62.5% = $2,500</th>
</tr>
</thead>
</table>

The student’s remaining Federal Pell Grant eligibility is $2,500. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. The student may receive half of the scheduled Federal Pell Grant award in the first payment period, and the remainder of the amount in the second payment period as long as the second payment period falls in the same award year.

**Pell Disbursement in the new program at the University**

- First payment period: $2,000
- Second payment period: $500

**Direct Loan Calculations to Determine Remaining Eligibility for New Loan Period in New Program**

- **Remaining Subsidized Loan Eligibility for New Programs LP**
  
  Annual Subsidized Loan Limit - Subsidized Loan funds already disbursed = $5,500 - $1,688 = $3,812

- **Remaining Unsubsidized Loan Eligibility for New Programs LP**
  
  Annual Unsubsidized Loan limit - Unsubsidized Loan funds already disbursed = $7,000 - $2,250 = $4,750

These remaining loan fund amounts will be disbursed based on the payment periods in the new program’s loan period at the University. (Refer to the Disbursements Policy for additional information)

**Program Change Effective Date**

The program change effective date will be the start date of the first course the student will attend in the new program. This is also known as the program begin date.

**Program Version Changes**

A student enrolled at the University who changes versions of a program is not a student who is changing programs for federal financial aid purposes. Therefore, the University will not reevaluate payment periods for students changing versions of the same program at the University.

**Re-Entry Policy**

**Overview**

The Re-entry Policy addresses how the University will treat students when they withdraw from the University and re-enter the same program within 180 days, or withdraw from the University and re-enter after 180 days or into a different program of study. The 180 day break is determined by counting the days between the student’s official last date of attendance (OLDA) and the course start date when the student returns. This federal financial aid Re-entry policy is separate from the institution’s Academic Program Re-entry policy.

**Policy**

**Re-entry within 180 days**

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn.

The cost of attendance (COA) for a student who re-enters within 180 days will reflect the original educational costs associated with the payment period from which the student withdrew.

The student is immediately eligible to receive all federal financial aid funds returned when the student withdrew. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions
• Disburse federal financial aid the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
• Cancel any overpayments assessed to the student as a result of the prior withdrawal that were disbursed on re-entry

The student becomes eligible for subsequent federal financial aid payments when the payment period for which he/she was paid is completed. If the date of a student’s return is outside the period for which the loan was originated, the University will extend the original loan period (LP) and originate a new loan. Additionally, if the scheduled date for a second disbursement is outside the period the loan was originated, the University will extend the LP and the date(s) for the second and any subsequent disbursement.

If a student returns to the University within 180 days and before federal financial aid funds are returned due to an R2T4 calculation, the University will not return the funds. If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

Re-entry Within 180 days and in a New Federal Award Year
If a student re-enters the University within 180 days and was originally enrolled in a payment period that began and was scheduled to end in one federal award year, but returns after the end of that federal award year, the University will disburse any remaining Pell funds using the original federal award year. The University will follow this process as long as the original federal award year is still open. If the original federal award year is closed and the student is due additional Pell funds from the closed federal award year, the University will request the Pell Grant funds through the Common Origination and Disbursement (COD) website.

If the student was originally awarded campus based funds and the funds are no longer available from the original federal award year, the University may award funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus based funds award a student may receive.

If the student was awarded Direct Loan (DL) funds and the original federal award year is still open, the University will recover the DL funds from that federal award year. If the original federal award year is closed, the University will award the student remaining DL funds using current federal award year paperwork. However, the original LP dates along with original cost of attendance and expected family contribution will be used to award the remaining DL funds.

Re-entry after 180 days Or re-entry into a Different Program
When a student withdraws from the University and re-enters after 180 days have elapsed or re-enters into a different program of study at any time, the University will award the student based on a full academic year/loan period with new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period.

If the start of the new AY overlaps with a previous AY, meaning the start of the new program begins before the calendar end date of the previous program’s AY, prior funds disbursed will be taken into consideration when packaging the student for the new program. (Refer to the Transfer Policy for additional information)

Return of Title IV Policy

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

Policy
When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

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

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)
• The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
• The University originated a Direct Loan (DL)
• The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
• The University originated the award to the student for the TEACH Grant program
The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

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

**Inadvertent Overpayments**

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

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University’s date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

**Verification and the Return Calculation**

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

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

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 dead-
lines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

**Institutionally Scheduled Breaks**

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

**Percentage of Federal Financial Aid Earned**

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

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

**Rate of Progression Calculation**

The percentage of the period completed is calculated as follows:

<table>
<thead>
<tr>
<th>Number of calendar days completed in the payment period</th>
<th>Total number of calendar days in the payment period</th>
</tr>
</thead>
</table>

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

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

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

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student’s last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
- Holidays
- Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

**Total Calendar Days in the Payment Period**

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

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

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

If the payment period needs to be extended, it is extended by a
defined number of days based upon the following credential levels and modalities:
- Associates Program (9 week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5 week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5 week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master’s/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master’s/Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in, but did not complete at the time of withdrawal. Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:
- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples
The following examples illustrate the rate of progression calculation outlined above. The figures provided are examples only; actual amounts may vary for each student.
- Bachelor Program Online
  - Last date of attendance is 07/15/20XX
  - Payment Period is 06/07/20XX to 10/24/20XX

Course Schedule:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Credits</th>
<th># of Days in Course</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructor</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #1</td>
<td>3.0</td>
<td>35</td>
<td>06/16/20XX</td>
<td>07/19/20XX</td>
<td>SMITH</td>
<td>W</td>
</tr>
<tr>
<td>Course #2</td>
<td>3.0</td>
<td>35</td>
<td>07/12/20XX</td>
<td>08/15/20XX</td>
<td>JONES</td>
<td></td>
</tr>
</tbody>
</table>

The total number of days the student is scheduled to complete (prior to the withdraw-al) is 140. However, because the student received a “W” in course #1, 35 calendar days will be added to the payment period for this unsuccessful course completion which occurred in a course prior to the course the student's last date of attendance occurs within. Therefore, the new total number of days in the payment period is 175.

Rate of Progression Calculation

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

*Estimate for illustrative purposes only.

Title IV Credit Balance and the return calculation
A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.
In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.
Within 14 days of the date that the University performs the R2T4
calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:
• Pay authorized charges at the University.
• To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

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

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):
• The total amount of unearned aid; or
• The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

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

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

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

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:
• Unsubsidized FFEL/Direct Stafford Loan
• Subsidized FFEL/Direct Stafford Loan
• Federal Perkins loans
• Federal Direct PLUS (Graduate Student)
• Federal Direct PLUS (Parent of Dependent Student)
• Federal Pell Grants
• FSEOG
• TEACH Grants

- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

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

**Timelines for Return of Funds**
The University completes a student’s R2T4 calculation within 30 days of the University’s date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. (Refer to the Withdrawal Policy for information on the University’s date of determination) If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

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

**Determination of Withdrawal of a Deceased Student**
The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student’s death. (Refer to the Withdrawal Policy for further information)

**Return of Title IV Funds for a Deceased Student**
The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student’s estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University’s refund calculations:
• Pay authorized charges owed to the University.
• Return any federal financial aid grant overpayments owed by
  the student for previous withdrawals from the University.
• Return any remaining credit balance to the federal financial aid
  programs.

If the University previously referred a grant overpayment to Debt
Resolution Services, documentation will be forwarded by the Univer-
sity indicating the student is deceased. Based on this information
and documentation, Debt Resolution Services will remove the
overpayment from the student’s records.

Although the student may be eligible to receive a post-withdrawal
or late disbursement, the University is prohibited by federal finan-
cial aid Title IV regulations from further disbursements and will,
therefore, not request additional funds from federal financial aid
programs nor send out a post withdrawal letter.

**Satisfactory Academic Progress (SAP) Policy**

**Overview**
The University’s Federal Financial Aid Satisfactory Academic
Progress (SAP) policy determines whether an otherwise eligible
student is meeting SAP in an educational program and may receive
financial aid under the Title IV, HEA programs. This federal finan-
cial aid SAP policy does not supersede the institution’s academic
SAP policy.

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

**Qualitative Measure**

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

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

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

**Qualitative Exclusions**
The following are excluded from the qualitative computation:
• Waivers
• National Testing Programs
• Courses with the following grades:
  • IN PROGRESS EXTENSION (IX)(provided there is no formal
    grade)
  • AUDIT (AU)
  • Incomplete (I)
  • In Progress (IP)
  • No grade awarded (QC)
  • Passing (P)
  • Withdrawal (W)

**Quantitative Measure**
The following are included as attempted in the pace of completion:

- Withdrawal/Failing (WF)
- Waived with Credit (WC)
- No Credit (NC)
- Orientations with the following completion statuses:
  • Orientation Complete (OC)
  • Orientation Not Complete (ON)
  • Orientation Extension (OX)
- Assessed Credits

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

If a student cannot complete the program of study within the max-
imum timeframe (as determined at the end of the payment period)
the student will be placed on financial aid disqualification (FD) sta-
tus without the ability to appeal.

**Pace of Completion**
The quantitative measure for the pace of completion is calculated
using the following formula:

\[
\text{Cumulative number of credit hours the student successfully com-}
\text{pleted} - \text{Cumulative number of credit hours the student attempted}
\]

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

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

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

The University evaluates SAP for the student’s primary program of study, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned a federal SAP status.

Financial Aid Warning

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

Financial Aid Disqualification

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

Financial Aid Probation

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

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Student Financial Aid Appeals

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an appeal to the Student Financial Services - Operations Professional Judgment (SFS-O PJ) Team. The SAP PJ form is located on the financial aid website (FAW). If there are unusual circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible during a financial aid probation period. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. The SAP PJ team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the SAP PJ team are final.

The University allows a student to have a maximum of two approved appeals during their time at the University. These appeals cannot be consecutive and are only considered if unusual circumstances exist. Examples of unusual circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other special circumstances

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

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making SAP regains eligibility only when the student is in compliance with the University’s SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting SAP requirements, the student must pay for the ineligible payment period using non-federal financial aid funds. If the student meets all SAP criteria after the ineligible payment period, the student’s borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

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

Maximum Timeframe

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

Transfer Credits - Qualitative

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

Transfer Credits - Quantitative

Credits taken at other institutions and applied towards the student’s program/version at the University are included in both attempted and completed hours when measuring the student’s pace towards completion.

Program Changes

Students who change programs at the University are re-evaluated to determine which credits apply to the new program. If the five program change conditions are met (refer to the Program Changes Policy for further information), the student will remain in his/her original academic year. The student’s SAP status is not reset and the student will continue to be evaluated for SAP at the end of each completed payment period as originally established. If the five program change conditions are NOT met, the student’s SAP status will be reset with an effective date of the program change. The student’s SAP status will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student’s SAP status will reflect the status of the original program.

The University will calculate the qualitative and quantitative SAP measures based on all courses applicable to the new program. This includes those courses taken in a previous program that the student successfully completed and that apply to the new program. Effective September 1, 2018, the University will no longer review the 5 conditions. For any student whose program change effective date is on or after this date, an R2T4 calculation will be performed to withdraw the student from the initial program. The student will be awarded for the new program based on a new academic year and loan period.
Re Enters
If a student withdraws from the University and subsequently re-enters, whether within 180 days or after 180 days, the SAP status at the time of re-entry and for the first payment period upon re-entry will be the SAP status the student had for the most recently completed payment period prior to his/her withdrawal.

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

Note: Repeat courses taken in a program are counted in the SAP status for that program.

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

Effective September 1, 2018, the University will no longer review the 5 conditions. For any student whose program change effective date is on or after this date, an R2T4 calculation will be performed to withdraw the student from the initial program. The student will be awarded for the new program based on a new academic year and loan period.

Student Parent Eligibility Policy

Overview
The Student Parent Eligibility Policy addresses student and parent eligibility requirements that must be met prior to awarding federal financial aid.

Policy
The University ensures all students meet all eligibility requirements prior to awarding federal financial aid.

Admission
Prior to a student receiving federal financial aid, the University confirms the student is enrolled, or accepted for enrollment, as a regular student at the University.

High School Diploma or Equivalent
Students must be qualified to study at the postsecondary level. Refer to the University’s catalog for required documents supporting high school completion or its equivalent. For students attending the University, one of the following criteria must be met:

• High school diploma
• A copy of the student’s high school diploma
• A copy of the student’s final high school transcript that shows the date a high school diploma was awarded; or
• Recognized equivalent of a high school diploma
• General Education Development (GED) certificate
• California High School Proficiency Examination (CHSPE);
• HISET Completion Certificate
• Documentation provided by the State or appropriate Department of Education in the student’s state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
• A copy of the “secondary school leaving certificate” or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
• An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor’s degree; or

• Homeschool
• If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
• If the state does not require the above credential, a transcript or the equivalent signed by the student’s parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting
• A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: If selected for verification tracking groups V4 or V5 (see Verification Policy for further information), in cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his or her completion of a secondary school education in a foreign country, the University may accept self-certification. It must consist of the following:
• Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.

A copy of the entry status documentation that identifies the applicant’s current or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

**Grant Overpayments**

A student is ineligible for federal financial aid if he/she owes an overpayment on a federal student aid grant. If the student owes a grant overpayment, the student may regain eligibility for federal student aid by repaying the grant overpayment or making satisfactory arrangements to repay the grant overpayment.

**Loan Limits**

A student is ineligible for federal financial aid if annual or aggregate loan limits made under any federal financial aid program have been exceeded or has property subject to a judgment lien for a debt owed to the United States. If annual or aggregate loan limits have been exceeded, the student may regained eligibility by repaying the extra amount borrowed or making satisfactory repayment arrangements with the loan holder.

**Drug Convictions**

Students become ineligible for Title IV federal financial aid if convicted of possession or sale of drugs for any offense that occurred during any academic year/loan period for which the student was receiving federal financial aid funds. Any conviction that was reversed, set aside, or removed from the student’s record does not count; nor does a conviction received when the student was a juvenile, unless the student was tried as an adult. If the student was convicted of both selling and possessing illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period.

The University will make available to all students, through consumer information, details regarding the penalties for these types of drug violations.

If University personnel become aware of a student being convicted of any offense involving the possession or sale of illegal drugs, they will report it to Student Financial Services - Operations (SFS-O) to ensure future federal financial aid disbursements are cancelled. SFS-O will notify the student of lost eligibility due to a drug violation and provide information regarding the specific penalties, along with information on how to regain eligibility for federal financial aid.

**Incarcerated Students**

The University of Phoenix must ensure that no more than 25% of its regular students are incarcerated. This percentage will be monitored for the latest completed award year.

An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or sentenced to serve only weekends, is not considered to be incarcerated.

**Title IV Eligibility for Incarcerated Students**

All incarcerated students are

- not eligible for Title IV federal financial aid loans
- eligible for FSEOG

Students incarcerated in federal or state penal institutions are

- not eligible for Pell grants

Students incarcerated by jurisdictions defined as a state in the law, such as the District of Columbia, are considered to be in a state penal institution and are

- not eligible for Pell Grants

Students incarcerated in local penal institutions (local or county jails, penitentiaries, correctional facilities, and juvenile justice facilities) are

- eligible for Pell grants

Students who are subject to an involuntary civil commitment following incarceration for a sexual offense are

- not eligible to receive Pell grants

**Cost of Attendance for Incarcerated Students**

Cost of Attendance includes an allowance for tuition, course materials fees, books and supplies, if required in the program of study. No other expenses are included. Allowable costs are assessed at the rate designated in the University’s Student Financial Aid budgets.

**Regaining Title IV Eligibility for Incarcerated Students**

The University may accept a written self-certification indicating the student is no longer incarcerated. The student becomes eligible for federal financial aid funds as of the date his or her incarceration has ended.

**Citizenship**

All students must be a U.S. citizen or national or U.S. permanent resident or other eligible noncitizen to receive federal financial aid. A citizen of the Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau is eligible to receive federal financial aid under the Federal Pell Grant but is not eligible for Direct loans. Citizens of Palau are also eligible for FSEOG.

If a student needs to provide documentation to confirm his/her citizenship status and the student is unable to present this documentation in person, the University will allow the student to submit a hard copy or electronic image of the original document. Along with the citizenship documentation, the student must provide an affidavit. The affidavit requires two forms of identification and signature from the student.

**Secondary Confirmation**

If a student indicates an eligible noncitizen on the FAFSA and provides an A-Number, identifying information will be automatically sent to the Department of Homeland Security (DHS) for primary and, if necessary, secondary confirmation. If the University receives a SAR/ISIR with a secondary confirmation match flag of “P,” the DHS will continue to check its records in a process called automated secondary confirmation. The University will wait at least five, but no more than 15, business days for the result of automated secondary confirmation. If the result is not received by that time, the University will begin the paper process of secondary confirmation. Beginning May 2018, this will become an electronic process and the paper forms will no longer be accepted nor returned.

The University has ten business days after receipt of the documents for immigration status to undergo paper secondary confirmation. The University will notify the student of the final decision based on the secondary confirmation results.

**Default**

Any student applying for federal financial aid must not be in default on a loan made under any federal financial aid program or HEA loan program.

**Overpayments**

A student must not currently owe an overpayment of federal grant.
funds or Federal Perkins loan, to be eligible for federal financial aid.

Selective Service
The University requires men who are age 18 through 25 to register with the Selective Service System. Students, who are exempt or waived from this requirement, are asked to provide the University with supporting documentation for review. The review process is documented along with the supporting documentation provided. If, after the review, the student is not clearly exempt or waived from the requirement to register the University will ask the student to provide a Status Information Letter from the Selective Service.

Unusual Enrollment History (UEH)
The University resolves an Institutional Student Information Record (ISIR) that reports a UEH flag prior to awarding a student Title IV funds. The UEH flags are:

- "N" - No resolution is required by the university; the student’s enrollment pattern is not unusual.
- "2" - the University reviews the student’s enrollment and financial aid records to determine if, during the four-award year review period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018), the student received a Pell Grant or Direct Loan at the University.
- "3" - the University reviews the student’s academic records to determine if the student received academic credit at the University during the three award year period (Award Years 2014/2015, 2015/2016, 2016/2017, and 2017/2018). In addition, the University reviews the National Student Loan Data System (NSLDS) to identify all schools where the student received Pell Grant or Direct Loan funding over the last four award years. The University will determine, for each of the previously attended schools, whether academic credit was earned during the award year the student received Pell Grant and/or Direct loan funds. This determination is based upon academic transcripts already obtained by the University or by asking the student to provide academic transcripts or grade reports.

Students who do not show earned credit for the Pell grant awards and/or Direct loans received in the past four years, and who may have special circumstances, may submit a request through the Professional Judgment (PJ) Team for approval.

Students who do not meet any of the above criteria are immediately not eligible for federal aid.

Approval of Continued Eligibility for UEH
If the students continued eligibility for federal financial aid funds is approved and in order for the student to remain eligible for federal financial aid funds, the student must successfully complete one payment period at the University.

Denial of Continued Eligibility for UEH
If the student did not earn academic credit at one or more of the relevant schools and does not provide acceptable documentation, the University will deny the student any additional federal financial aid funds.

Regaining Eligibility for UEH
The student is required to successfully complete one payment period, earning at least 12 credits, at the University to regain federal financial aid eligibility. During this time, the student is required to use an alternate method of payment for tuition and fees. Upon regaining eligibility, loans may be awarded retroactively back to the beginning of the academic year, but Pell grants are only awarded going forward starting with the next payment period.

Parental Non Support
Although students whose parents refuse support are not eligible for a dependency override, the University has the authority to offer a dependent student a Direct unsubsidized loan without requiring the parent(s) to file a FAFSA provided supporting documentation is obtained. Supporting documentation consists of a completed parental nonsupport confirmation form or a signed and dated verification statement from the parent(s) specifying the following:

- the parent(s) do not provide any financial support and the date the financial support ended,
- the parent(s) will not provide any financial support in the future; and
- the parent(s) refuse to complete the parental section of the FAFSA

The University may accept documentation from a third party (i.e., teacher, counselor, clergy, court, etc.) describing the student’s relationship with the parent(s) if the parent(s) will not provide the required verification statement.

Students who are offered the Direct unsubsidized loan without parental data on the FAFSA are only eligible to receive the loan limit based on dependent undergraduate student annual maximums. For example, a first year undergraduate student cannot receive more than $5,500 ($3,500 base plus $2,000). The parent(s) cannot later apply for a PLUS loan, unless, the parents are separated or divorced, in which case, the non-custodial parent can apply for a PLUS loan. If the non-custodial parent is subsequently denied for the PLUS loan, the student’s Direct unsubsidized loan eligibility is not increased. The student will not be eligible for any other Title IV financial aid programs.

Dependency Overrides
A student who does not meet the definition of independent may be designated as independent if the University makes a documented determination of independence due to special circumstances. The U.S. Department of Education interprets a special circumstance as one which makes it inappropriate to expect a parental contribution. Examples of special circumstances include inability to locate parents, an abusive family environment, or abandonment by parents. Generally the documentation of special circumstances will come from a third party that knows the student’s situation (such as a teacher or member of the clergy), but in cases where this is not available, the University will accept a signed statement from the student detailing the special circumstance.

Professional judgment is not used to change the status of a student from independent to dependent. However, the University may use professional judgment to account for parental support where special circumstances warrant.

Dependency overrides do not carry over from one year to the next. If the student is not independent for some other reason noted on the FAFSA, the University will reaffirm each year that the special circumstance persists and an override is still justified.

PLUS Exceptional Factor
Dependent students whose parents are unable to borrow PLUS loans due to adverse credit or other exceptional circumstances may receive additional Direct unsubsidized loans for the same amount as independent undergraduate students. The PLUS exceptional factor is not a dependency override as parent information is provided on the FAFSA. Examples include:

- The parent is incarcerated.
- The parent’s whereabouts are unknown.
• The parent has filed for bankruptcy and has provided a letter from the bankruptcy court stating that as a condition of the bankruptcy filing, the parent may not incur any additional debt.
• The parent’s income is limited to public assistance or disability benefits and you have documented that the parent would not be able to repay the PLUS loan.
• The parent of a dependent student is not a U.S. citizen or permanent resident, or is unable to provide evidence from the U.S. Citizenship and Immigration Service (USCIS) that he or she is in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident.

Supporting documentation may include, but is not limited to, supporting documentation that corroborates the exceptional circumstances. The University will re-examine and document that exceptional circumstances continue to apply before certifying/originating additional unsubsidized loan amounts for the dependent in a subsequent award year.

Eligibility for Direct and PLUS Loans
A student is eligible to be awarded a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a combination of these loans, if the student meets the following requirements:
• The student is enrolled, or accepted for enrollment, on at least a half-time basis in a school that participates in the Direct Loan Program.
• The student meets the requirements for an eligible student.
• In the case of an undergraduate student who seeks a Direct Subsidized Loan or a Direct Unsubsidized Loan at a school that participates in the Federal Pell Grant Program, the student has completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or has an adverse credit history but documents to the satisfaction of the Secretary that extenuating circumstances exist (effective March 29, 2015 - PLUS Loan counseling must be completed by the applicant (parent or graduate/professional student) with an adverse credit history who qualifies for a Direct PLUS Loan by obtaining an endorser who does not have an adverse credit history, or who documents to the satisfaction of the Department of Education that there are extenuating circumstances related to the adverse credit information.)

Victims of Natural Disaster
If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family’s EFC. Students should contact their Finance Advisor for further information.

Subsequent ISIRs Policy

Overview
The Subsequent ISIRs Policy addresses the University’s role in reviewing any Institutional Student Information Record (ISIR) the University receives after awarding a student federal financial aid funds.

Policy
The University is required to resolve any discrepancies in federal financial aid related information. Therefore, the University reviews all subsequent Institutional Student Information Record (ISIR)
transactions received for a student for the federal processing aid year to identify changes requiring supporting documentation from students.

Subsequent ISIRS
A subsequent ISIR is an ISIR received when a student or other institution changes information after the University has awarded the student federal financial aid funds. The University is required to review any data element change made by the student or other institution which may affect eligibility for federal financial aid or the amount and type of federal financial aid awarded. The University will not make further disbursements of federal financial aid funds until the changes made to a subsequent ISIR are confirmed and/or corrected.

If a subsequent ISIR is received after verification is completed, the University will collect documentation to support the change or correct the ISIR back to the verified information. The University does not accept changes based on marital status updates. The University will not disburse federal financial aid until all conflicting information has been resolved, even if the conflict concerns a previous award year. The findings are documented in the student’s file.

If a subsequent ISIR is received with changes to C Flags and comment codes or the EFC, the University will review and collect the required documents. If a subsequent ISIR is received because the National Student Loan Data System (NSLDS) has provided new or updated information to the University, the NSLDS history is reviewed to determine if changes are needed to existing awards. This information may include indications a student has gone into default or owes an overpayment. It may also indicate a student has resolved a default and is now eligible for federal financial aid funds.

Once the subsequent ISIR is reviewed and eligibility to receive federal financial aid is determined, if necessary, the student will be sent a revised award letter reflecting any changes.

If, after reviewing the subsequent ISIR, it is determined the student is ineligible for federal financial aid, the student is notified via a letter of ineligibility.

Transfer Policy Overview

The Transfer policy documents the University’s treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) at the University.

Policy

External transfers
Students who transfer to the University with or without accepted credits and who have overlapping academic years (AY’s) with a prior school are referred to as external transfers. An overlapping AY exists if the student begins a program at the University prior to the expiration of the prior school’s AY. If the prior school’s AY length is less than 30 weeks, the University contacts the prior school to confirm the dates are correct or requests the school correct the dates in common origination and disbursement (COD).

Advancing Programs
Students who graduate from one program at the University and begin another program at the University are students who are advancing programs.

Awarding Federal Aid

In both scenarios listed above, the University will award all federal financial aid (Federal Pell Grant, FSEOG, and Direct Loans) based on a full academic year in the new program at the University. (Refer to the Federal Pell Grant/IASG Policy, Direct Loan Policy, and Campus Based Policy for further information on awarding and the Academic Year Definition Policy for further information on defined academic years)

Federal Pell Grant Award

Students who transfer to the University or advance programs after receiving a Federal Pell Grant at a previous school or in the previous program during the same award year may receive a Federal Pell Grant only if:

1. The student submits a valid SAR to the University; or
2. The University obtains a valid ISIR

A student cannot receive more than his or her scheduled Pell award for a federal award year. (Refer to the Federal Pell Grant/IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student’s remaining eligibility (if any) for a Federal Pell Grant award.

To calculate the student’s remaining eligibility, the University uses the following formula:

Pell disbursed at prior school/program = % of Scheduled Award used

The University then subtracts the percentage of scheduled award used from 100 to calculate the maximum percentage of the scheduled award the student may receive at the University. The University determines the Federal Pell Grant Award the student is eligible for by using the following formula:

Maximum % of Scheduled Award Remaining x Scheduled Award at University = Maximum Pell Award

When calculating the student’s Federal Pell Grant award, the University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU). The remaining Federal Pell Grant award amount is not divided equally across the PPs in the new program. Instead, the Federal Pell Grant funds may be disbursed in an amount up to the student’s remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled annual award.

Pell Example: A student received a portion of a Federal Pell Grant at a community college, then transferred to the University during the same federal award year. The community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student’s Federal Pell Grant award.

Pell Data from the Community College

<table>
<thead>
<tr>
<th>Scheduled Pell award</th>
<th>$3,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell award disbursed</td>
<td>$1,500</td>
</tr>
<tr>
<td>Amount of Pell funds</td>
<td>$300</td>
</tr>
<tr>
<td>returned due to R2T4 calculation</td>
<td></td>
</tr>
</tbody>
</table>
The University's cost of attendance is higher than the community college, which increases the student's scheduled Federal Pell Grant to $4,000 for the federal award year. The University must now determine the student's remaining Federal Pell Grant eligibility for the federal award year to determine the amount it may actually award to the student.

The student's remaining Federal Pell Grant eligibility is $2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

The student's remaining Federal Pell Grant eligibility is $2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the new AY/LP will be a full AY/LP. The loan at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements at the previous school or in the previous program are considered. If the balance of the program is less than an AY, those Direct Loans originated for a single PP are disbursed in two disbursements (Refer to the Disbursements Policy for additional information).

Direct Loan Example: A student received a portion of a Direct Loan at a community college, then transferred to the University during the same AY, creating an overlapping AY at the University. When the student transferred, the community college performed a Return to Title IV (R2T4) calculation and returned a portion of the student's Direct Loan funds. The student is enrolled at the University as a first year, independent undergraduate student with maximum annual Subsidized Loan eligibility of $3,500 and Unsubsidized Loan eligibility of $6,000.

Pell Data from the Community College

Net amount of Pell funds disbursed to student $1,200

Pell Calculations to Determine Remaining Pell Eligibility

Scheduled Pell Award at the University $4,000

Percentage of Pell award already used $1,200 divided by $3,000 = 40%

Percentage of remaining Pell eligibility (100% - Percentage used) 100% - 40% = 60%

Student's remaining Federal Pell Grant Award (Scheduled award at University X Percentage remaining eligibility) $4,000 X 60% = $2,400

The student's remaining Federal Pell Grant eligibility is $2,400. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled award in the first PP. If the second PP in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

Pell Disbursements at the University

First payment period $2,000

Second payment period $400

Direct Loan Data from the Community College

Subsidized Loan originally disbursed $1,750

Subsidized Loan funds returned due to R2T4 calculation $0

Net Subsidized Loan funds disbursed $1,750

Unsubsidized Loan originally disbursed $3,000

Unsubsidized Loan funds returned due to R2T4 calculation $1,000

Net Unsubsidized Loan funds disbursed $2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Loan eligibility for the new AY/LP.

Direct Loan Calculations to Determine Remaining Eligibility for Overlapping AY

Remaining Subsidized Loan Eligibility $3,500 - $1,750 = $1,750

(Annual Subsidized Loan Limit - Net Subsidized Loan funds disbursed)

Remaining Unsubsidized Loan Eligibility $6,000 - $2,000 = $4,000

(Annual Unsubsidized Loan limit - Net Unsubsidized Loan funds disbursed)

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)
Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification Policy

Overview

Institutions are required to verify information provided by students selected for verification. The Verification Policy addresses the different verification groups and types of documents acceptable to complete the verification process.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The ISIR or SAR document received from the CPS will indicate whether the student’s application is selected for verification. Once the CPS has selected a student, the University verifies all required student information.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers:
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Students not selected by the CPS or who are exempt from verification, but choose to provide taxes or other supplemental forms are not considered selected for verification. However, documents provided to the University are used in reviewing the student’s application and as the basis in correcting reported application items. This documentation may result in conflicting information, which the University must resolve prior to processing federal financial aid. All documents provided by the student are re-viewed and retained as part of the student financial aid file.

Acceptable Documentation V1 and V5

The University is considered to have verified the following verifiable items if selected students retrieved and transferred their income tax return information using the IRS Data Retrieval Process:

- Adjusted gross income
- Federal income taxes paid
- Untaxed IRA distributions
- Untaxed pensions
- Education credits
- IRA deductions
- Tax exempt interest income

Under certain conditions, students, spouses and/or parents will need to submit their IRS Tax Return Transcript for the specified tax year. These conditions are as follows:

- If a student, spouse, or parent has not successfully transferred information from the IRS
- Information included on the FAFSA using the IRS Data Retrieval was subsequently changed
- When a married independent student and spouse filed separate tax returns
- When the parents of a dependent student filed separate tax returns
- When a student or parent had a change in marital status after the end of the specified tax year on December 31
- When the student, parent, or spouse filed an amended tax return

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Individual Unable to Obtain IRS Transcript

If an individual is selected for verification but is unable to obtain a transcript from the IRS, on an exception basis the University will accept a signed copy of the relevant 2016 IRS tax return that was filed with the IRS.

Victims of Identity Theft

Tax filers who have been victims of identity theft are unable to obtain tax information using the IRS data retrieval tool and are unable to receive an IRS tax transcript until the matter is resolved by the IRS. In these instances, the University may accept an alternate transcript known as The Tax Return DataBase View (TRDBV) requested by the tax filer from the IRS as well as a signed and dated statement from the victim stating he/she was a victim of tax-related identity theft and the IRS is aware of this. If a victim is
unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification.

**Amended Tax Return**
When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), or any other IRS tax transcript(s) that include all of the income and tax information required to be verified OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that include the change(s) made by the IRS, in addition to one of the items mentioned above.

Note: The University will submit to the Secretary any changes to a nondollar item or a single dollar item of $25 or more.

**Other Tax Returns**
If the tax filer filed a tax return with Puerto Rico, the U.S. Virgin Islands, American Samoa, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a copy of a transcript of the tax filer containing their tax information, as long as the transcript is available at no charge from that jurisdiction’s taxing authority. A signed copy of a filed tax return that was filed with the taxing authority is only acceptable if the tax filer is unable to obtain a free copy of a transcript.

If the student, spouse, and/or parent is a resident of the Republic of the Marshall Islands, the Republic of Palau, or the Federated States of Micronesia, the University will accept a copy of the individual’s Wage and Tax Statement from each employer that provided such a statement and a signed statement identifying all of the individual’s income and taxes for the tax year.

If the filer filed a tax return with a foreign country, the University accepts signed copies of that tax return or other documentation. The income and tax information is converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country’s government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

**Filing Extensions**
If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University’s established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University must accept the following as documentation:

- A copy of the IRS Form 4868 “Application for Automatic Extension of Time to File U.S. Individual Income Tax Return”
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension, or
- A signed statement by a self-employed individual certifying the amount of the AGI and U.S. income tax paid for the specified tax year
- If applicable, a copy of the IRS’s approval of an extension beyond the automatic six-month extension if the individual requested an additional extension of the filing time for the tax year
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017.

**Note:** If the University receives the transcript, it must reverify the AGI and taxes paid. However, the University may not delay verifying a student’s FAFSA information until the tax return is received if the student provides the above documentation.

If the individual has requested a transcript that lists tax account information for the specified tax year and the IRS, a government of a U.S. territory or commonwealth or a foreign central government cannot provide or locate a transcript, the University must accept the following:

- A copy of IRS Form W-2 for each source of employment income received for the specified tax year
- A signed statement by a self-employed individual or an individual that has filed an income tax return with a government of a U.S. territory or commonwealth or a foreign central government certifying the amount of AGI and taxes paid

**Non Tax Filers**
Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual’s W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. If a W-2 is not available, the University may accept a signed statement explaining the reason the W-2 form is not available as well as the amount earned and the source of income. In addition, the statement must certify confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2017.

The U.S. Department of Education does not require the University to have special knowledge or expertise regarding the U.S. tax code. However, if a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe student was required to file a U.S. tax return, this constitutes conflicting information and must be resolved. The University will require the applicant to submit a “Verification of Non-filing Letter” from the IRS indicating the tax filer did not file an IRS income tax return for the tax year being verified.

**Number in Household**
The University will accept a signed statement by the student, and if the student is a dependent, by one of the student’s parents, listing the name and age of each household member and the relation-ship of that household member to the student.
Number in College
The University will accept a signed statement from the student, and if the student is a dependent, by one of the student’s parents, listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the 2018/2019 award year and the name of the educational institution must be listed.
If the University has reason to believe the signed statement is inaccurate, the University will obtain a statement from each institution listed stating the household member in question is, or will be, attending on at least a half-time basis. If the institution the applicant is attending determines such a statement is not available because the household member in question has not registered at the institution he or she plans to attend, or the institution has information indicating the household member in question will be attending the same institution as the student, a statement is not required.

Acceptable Documentation V4 and V5
The University will accept the following as resolution of V4 and V5 verification.

High School Completion
To verify high school completion, the University will accept the following types of documentation:

High school diploma:
- A copy of the student’s high school diploma;
- A copy of the student’s final high school transcript that shows the date a high school diploma was awarded; or

Recognized equivalent of a high school diploma:
- General Educational Development (GED) Certificate
- California High School Proficiency Examination (CHSPE) Certificate
- HiSET Completion Certificate
- Documentation provided by the State or appropriate Department of Education in the student’s state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
- A copy of the ‘secondary school leaving certificate’ or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
- An academic transcript indicating the student successfully completed at least a two year program that is acceptable for full credit toward a bachelor’s degree

Homeschool
- If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
- If the state does not require the above credential, a transcript or the equivalent signed by the student’s parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting
- A DD Form 214 Certificate of Release or Discharge from Active Duty, as long as it indicates that the individual is a high school graduate or equivalent

Note: In cases where it is impossible for a refugee, an asylee or a victim of human trafficking to obtain documentation of his/her completion of a secondary school education in a foreign country, the University may accept self-certification. It must consist of the following:
- Proof of their attempt to obtain documentation of their completion of a secondary school education in a foreign country, i.e., a copy of an e-mail or letter, including proof of mailing;
- A signed and dated statement that indicates that the applicant completed his or her secondary school education in a foreign country, the name and address of the foreign high school where the applicant completed the secondary school education and the date when the foreign high school diploma was awarded.
- A copy of the entry status documentation that identifies the applicant’s current or prior status as a refugee, an asylee, or as a victim of human trafficking and who entered the United States after the age of 15.

Identity/Statement of Educational Purpose
The following is acceptable documentation to verify a student’s statement of educational purpose/identity:
- An unexpired, valid government-issued photo identification, such as a driver’s license or passport
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:
- A copy of a government-issued photo identification, such as a driver’s license or passport
  - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
- An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement
The student or University may submit corrections to the SAR/ISIR and the student’s application may then be selected for verification. If the student’s enrollment status is Withdrawn (W), the University is not required to verify the student’s information unless the student returns to the University in the same award year. If the student’s enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student’s updated application is verified. If the student does not submit verification documents, any Pell funds disbursed prior to selection will be returned by the University on the student’s behalf.

Completing Verification
When the University has obtained all necessary verification documents from the student, the documentation is compared to the ISIR/SAR record. If the verification process shows the student’s information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC.
If the University has reason to believe a student is trying to avoid completing verification requirements and/or suspects potential fraud, the University will investigate the reasons of the student and not award federal financial aid funds for the payment period. If resolution cannot be reached, the student will lose eligibility for funds within that award year.

If a student was selected for Verification Group V1 and does not complete verification, and the University disbursed unsubsidized or PLUS loans to the student/parent, the unsubsidized and PLUS loan aid that was disbursed may be kept. Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

**Interim Disbursements**

The University will not make any interim disbursements during the verification process.

**Change in Marital Status**

The University will not update a student’s dependency status based on a change in marital status. However, if the student can provide documentation showing support of the spouse or others of more than 50%, those persons may be included in the student’s household size.

**Using a Joint Tax Transcript to Determine Individual AGI and Taxes Paid**

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals’ income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- Applicable Federal tax year transcripts,
- W-2 Forms, and
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing.

The University will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

**Resolving Conflicting Information**

If the University has conflicting information concerning a student’s eligibility or has any reason to believe a student’s application information is incorrect, the University will resolve such discrepancies before disbursing federal financial aid funds. If discrepancies are discovered after disbursing federal financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Household size or marital status

**Consequences of a change in FAFSA information**

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will notify the Secretary all changes to a nondollar item or an individual data element that is $25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than $25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student’s Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student’s financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

**Verification and Professional Judgment**

The University completes the verification process before exercising any type of professional judgment.

**Reporting the Student’s Verification Status to the CPS**

When the University disburse a Pell award, it reports the student’s verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student’s application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or if a selected transaction has a CPS transaction pre-proc date that is after the date the student was withdrawn from the University.

**Verification Timelines**

The University requires Pell, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken as required based upon the student’s enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student’s last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required. For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student. If based on corrections, there is an increase in the Federal Pell Grant amount and the student’s valid ISIR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

**Student Notification**

The University will notify the student in writing of verification requirements and time-lines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation
- Correction procedures (provided during the initial application process)
• Consequences of not returning the documents within the prescribed time-lines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
• Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods
The University administers crossover payment periods in a way that best benefits the students. If a student is selected for verification in one award year and the payment period crosses over into another award year in which the student is not selected for verification, the University will first request verification documents from the oldest award year. If the student does not complete verification within the required verification deadlines, and the subsequent award year in the crossover period is not selected for verification, the University will use the subsequent award year to award federal financial aid funds.

Additionally, if the student is selected for verification for both award years and only documents for the subsequent award year are submitted, the University will proceed with verifying and awarding based on the subsequent award year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions
The exclusion described here are applicable only to the affected individual. All other requirements for the verification process still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:
• The student dies,
• The student will not receive federal financial aid for reasons other than failure to complete the verification, or
• The student was selected for verification after ceasing to be enrolled at the University

Parents of a dependent student are exempt from verification requirements if any of the following apply:
• Both parents are mentally incapacitated,
• Both parents or the custodial parent has died
• They reside in a country other than the United States and cannot be contacted by normal means, or
• They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:
• The spouse has died,
• The spouse is mentally incapacitated,
• The spouse resides in a country other than the United States and can’t be contacted by normal means, or
• The spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student’s behalf, 2) originate or disburse the student’s Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student’s file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters
If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:
• For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student’s file is documented accordingly, and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified
• The University will waive the requirement of a signed parent statement verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no responsible parent can provide the required signatures because the parent is affected by a disaster. In these scenarios, the University will note and retain an explanation of why neither of the student’s parents was available to provide the statement.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Withdrawal Policy

Overview
The Withdrawal Policy addresses a student’s permanent separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially, or administratively withdrawn.

Policy
Official Withdrawals
A student can provide official notification of the intent to withdraw from the University by completing the self-service Official Withdrawal automated process via the University student website at https://ecampus.phoenix.edu/portal/portal/public/login.aspx through the Program tab.

Withdrawal Date
The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) (Refer to the University’s course catalog for definition: https://www.phoenix.edu/content/dam/allcloud/doc/catalog/online.pdf) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.

Date of Determination
The date of determination (DOD) for students who officially withdraw from the University is the latter of the student’s withdrawal date or the date the student notifies the University of his/her official withdrawal.
Impact of Attendance AFTER Effective Date of Official Withdrawal

Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal Form. ARAs posted prior to the time a Return of Title IV (R2T4) calculation process has been completed will stop the R2T4 calculation process. If an R2T4 calculation has been completed and federal aid funds returned to the Department, the student's federal financial aid award will be re-evaluated and all applicable funds will be reinstated.

Students who rescind their intent to withdraw and subsequently withdraw without official notification to the University of their intent to withdraw, will be considered unofficial withdrawals (Refer to “Unofficial Withdrawals” below for further discussion). If the student officially or unofficially withdraws after rescinding the intent to withdraw, the withdrawal date is the last date of academic attendance or ARA determined from University attendance records.

Note: Please refer to the last section of this policy for discussion on academically related activities that occur during an institutionally scheduled break.

Unofficial Withdrawals

Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals. Students who do not provide official notification to the University of their intent to withdraw, the withdrawal date is the last date of academic attendance or ARA determined from University attendance records.

Note: Please refer to the last section of this policy for discussion on academically related activities that occur during an institutionally scheduled break.

Exceptions

The University allows the following exceptions when counting the 14 days of consecutive nonattendance in an ARA:

IX Grades

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

Note: Please refer to the last section of this policy for discussion on academically related activities that occur during a course extension period.

Institutionally Scheduled Breaks

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

- Holidays
- Inclement Weather
- Administrative

Withdrawal Date

The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance in an ARA determined from University attendance records. For a student with an approved leave of absence, the University will review the student record on or after the original approved return date. The University review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing. (Refer to the Leave of Absence Policy for further information)

Date of Determination

The DOD for students who unofficially withdraw from the University is no greater than 15 days after the official last date of attendance or when a student fails to return from an approved leave of absence.

IX Grades

Students granted an extension (IX grades) have the period of the extension excluded when counting the 14 days of consecutive nonattendance. For example, if the student was out of attendance (OOA) for 5 days prior to the extension, once the extension is completed the days continue to count from day 6 until the next academically related activity (ARA) posts. If the student does not post an ARA, then at 14 days (excluding the extension period) the DOD will populate.

Note: Please refer to the last section of this policy for discussion on academically related activities that occur during an institutionally scheduled break.

Administrative Withdrawals

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

Withdrawal Date

The withdrawal date for students who are AW is the last date of academic attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.

Date of Determination

The DOD for students who are AW from the University is the date the University determines the withdrawal.

Note: Please refer to the following section for discussion on academically related activities that occur during an institutionally scheduled break.

Academic Related Activities that Occur During an Institutionally Scheduled Break or Course Extension Period

The University does not recognize any ARA that occurs during an institutionally scheduled break or during a course extension period as attendance for federal financial aid purposes only.

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break/extension period. This date will be used as the withdrawal date for Title IV purposes.

Date of Determination

The DOD for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

For example: A student attends class on December 19th. An institutionally scheduled break occurs December 20 - January 4. The student posts an ARA on December 29th, which is during the scheduled break. The DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.
STUDENTS’ RIGHTS AND RESPONSIBILITIES

Policy on Nursing Ethics and Professional Competence

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


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

Expectations for conduct and the standards are discussed in the beginning classes for School of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University.

The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

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

Students’ Right to Privacy

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

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar’s Office or local campus office.

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 or authorized electronic 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, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities 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 by submitting a FERPA Hold Request Form to the Registrar’s Office. 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-A206, Phoenix, AZ 85040, Fax (480) 643-1600.
The University of Phoenix has established a Student Code of Conduct. 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 all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity
2. Title IX and Violence Against Women Act Policy
3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
4. Harassment/discrimination that has the effect of creating a hostile or offensive environment for any student, faculty, or staff member.

All Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

Procedure for Processing Alleged Violations of the Student Code of Conduct and Student Code of Academic Integrity (except misconduct falling under the Title IX and VAWA Policy):

1. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.
   a. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after a. Designated University Official Definition:
      i. Academic Violations - representative from the student's college;
      ii. Behavioral Violations - Director of Grievances and Appeals
      iii. Record Violations - Registrar or designee from the Registrar's Office
   b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.
   c. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.
   d. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension.
2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.
   a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.
   b. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension.
3. Student Response - A student will be given ten (10) calendar days, from the date on the letter, to submit a written response to the University official designated on the charge letter.
   a. Designated University Official Definition:
      i. Academic Violations - representative from the student's college;
      ii. Behavioral Violations - Director of Grievances and Appeals
      iii. Record Violations - Registrar or designee from the Registrar's Office
   b. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension.
4. Processing Student Response -
   a. A student response admitting guilt will be sent to the desig-
nated University official who will determine the appropriate sanction(s).

b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.

i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the designated University official.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from the college.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the designated University official whether a violation occurred and what sanction, if any, is warranted.

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

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

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

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

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

5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to the designated University official who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and render the decision.

a. The decision will be communicated in writing to the student by the designated University official.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student’s admissions, enrollment, or academic status will be communicated to the Registrar’s Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, academic integrity and ethical behavior workshops, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the designated University official will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before that sanction is communicated to the student.

7. Appeals - In the event that the student is found to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC or Senior Management Review Committee (SMRC) (In cases of expulsion).

a. Appeals must be requested in writing to ODM within ten (10) calendar days from the date on the letter. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) New information which was unavailable at the time of the hearing, or
2) University procedures were not followed.

b. The SDRC will be facilitated by a fair and impartial administrator from the Office of Dispute Management and is comprised of a manager, a director, and a Dean from the accused student’s college or their respective designee. The decision of the SDRC is final and shall be communicated in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing directly to the student and the campus.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University’s academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

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

Examples of plagiarism include but are not limited to:

a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgment.

c. Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or
Policy Title IX and Violence Against Women Act (VAWA)

University of Phoenix, 2018-2019

Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of
   sex discrimination/sexual harassment that has the effect of
   creating a hostile or offensive environment for any student, faculty,
   staff member, or visitor. This includes, but is not limited to,
   sex/gender discrimination (including pregnancy and childbirth, sexual
   orientation, gender identity, gender expression, gender transition,
   transgender status, or gender variance), sexual harassment, unwel-
   come conduct of a sexual nature, unwelcome sexual advances,
   requests for sexual favors, and other verbal and nonverbal, or
   physical conduct of a sexual nature including sexual violence, dat-
   ing violence, domestic violence, sexual assault, or stalking is sub-
   ject to a prompt, thorough and impartial review process.

2. Self-plagiarism, double dipping, or dovetailing - Submission of
   work that has been previously prepared and submitted for credit
   without fair citation of the original work. The use of one’s previ-
   ous work in an assignment requires prior approval from the cur-
   rent faculty member and citation of the previous work.

3. Fabrication - Falsification or invention of any information, cita-
   tion, 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 acknowledgment of that source. Fabric-
   ica includes citing sources that the student has not actually
   used or consulted.

4. Unauthorized assistance - Use of materials or information not
   authorized by the faculty member to complete an academic exer-
   cise or the completion of an academic exercise by someone other
   than the student. 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.

5. Misrepresentation - Falsely representing the student's situation
   to faculty; for example when justifying an absence or the need for
   an incomplete grade or requesting a makeup exam, a special due
   date, or extension of a syllabus or class deadline for submitting a
   course requirement.

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

7. Copyright infringement - Acquisition or use of copyrighted
   works without appropriate legal license or permission. Any una-
   uthorized distribution of copyrighted material, including peer-to-
   peer file sharing and/or illegal downloading or unauthorized dis-
   tribution of copyrighted materials using the University informa-
   tion technology system may subject a student to civil and criminal
   liabilities.
   a. For more information, refer to: http://
      www.copyright.gov/title17/92chap5.pdf for information
      on federal copyright infringement and remedies. Students
      may also access the University’s Copyright Infringement
      and Peer-to-Peer File Sharing policies.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972.
An alleged violation of the Student Code of Conduct - Title IX and
VAWA sex discrimination/sexual harassment that has the effect of
creating a hostile or offensive environment for any student, faculty,
staff member, or visitor. This includes, but is not limited to, sex/
gender discrimination (including pregnancy and childbirth, sexual
orientation, gender identity, gender expression, gender transition,
transgender status, or gender variance), sexual harassment, unwel-
come conduct of a sexual nature, unwelcome sexual advances,
requests for sexual favors, and other verbal and nonverbal, or
physical conduct of a sexual nature including sexual violence, dat-
ing violence, domestic violence, sexual assault, or stalking is sub-
ject to a prompt, thorough and impartial review process.

Procedure for Processing Alleged Violations of the Student
Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of
domestic violence, dating violence, sexual assault, or stalking will be
forwarded to the University’s Title IX Coordinator, Carrie Pratt,
Vice President, Office of Dispute Management, 4025 S. Riverpoint
Parkway, Mailstop CF-5907, Phoenix, AZ 85040, 602.557.3391,
TitleIX@phoenix.edu. Refer to Title IX VAWA Policy - 4.0 Investiga-
tion Procedures and Protocols.

a. Interim and protective measures - refer to Title IX/VAWA Policy
   - 3.5 Interim and Protective Measures (http://www.phoe-
   nix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-
   Policy-accessible-final.pdf)

b. Failure of a respondent to respond to the Charging Letter will
   result in suspension from the University following completion of
   the current course if the respondent is actively attending classes
   and is not subject to immediate suspension.

4. Processing Respondent Response -
   a. A respondent response admitting guilt to the charge(s) will
      be sent to the Title IX Coordinator (or designee), who will determine
      the appropriate sanction(s).
   b. A respondent response denying the charge(s) will follow the
      Title IX Committee process outlined below.
      i. The complainant and the respondent will be given notice
         of the Title IX Committee meeting and afforded the
         opportunity to appear at the meeting telephonically and
         or present written witness statements for inclusion in the
         Title IX Case Packet.
      ii. The Title IX Committee will be convened to review the
          file and make findings and recommendations to the Title IX
          Coordinator who will have the ultimate decision making
          authority regarding the complaint.

NOTE: If it is determined that there is a conflict or bias or
the appearance of a conflict or bias, The Title IX
Coordinator will be removed from the process and a
qualified proxy will assist. (i.e. Assistant Title IX
Coordinator, or Deputy Coordinator).

iii. The Title IX Committee will be facilitated by a fair and
    impartial administrator from the Office of Dispute
    Management (ODM).

iv. The Title IX Committee composition will be three fair
    and impartial individuals who have no prior involvement
    with the parties or the investigation: a faculty member, and
two staff members: one from Student Services and one
representative of the college. The Committee will have
received annual training on the issues related to sex/
gender discrimination, sexual harassment, domestic
violence, dating violence, sexual assault, and stalking and
how to conduct a hearing process that protects the safety of
victims and promotes accountability.

v. The Title IX Committee will use the preponderance of the
vi. complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.

vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

a. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.

b. Any third party in attendance is there for support and not representation.

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

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

a. Parties are able to present evidence for the committee’s review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.

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

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

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

c. Any decision which affects a Respondent’s enrollment or academic status will be communicated to the Registrar’s Office for records update.

6. Sanctions: - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.

a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.

7. Appeals - The University will notify the complainant and respondent of the procedures to appeal the results of the decision to the Student Discipline Review Committee (SDRC).

a. Appeals must be requested in writing to the Office of Dispute Management (ODM) within ten (10) calendar days, from the date on the letter. Appeals will only be accepted if one or more of the following is demonstrated:

   a. A procedural error occurred,
   b. New information exists that would substantially change the outcome of the finding, or
   c. The sanction is disproportionate with the violation.

b. The Student Discipline Review Committee (SDRC) will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM) and is comprised of a manager, a director, and a Dean from the accused student’s college or their respective designee. The decision of the SDRC is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management (ODM). The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Operations or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing within seven (7) days to the complainant and respondent.

University of Phoenix Professional Standards for Candidates in the School of Nursing

Candidates in the School of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the School of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur. The following Professional Standards apply to Candidates in the
School of Nursing Programs before, during, and after clinical rotations, practicums, and/or preceptorships. The Professional Standards address a candidate’s affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate’s behavior infringes upon the reputation of University of Phoenix, School of Nursing. The School of Nursing adheres to the broader nursing community’s ethical standards as well as additional professional standards put forth by the School of Nursing administration.

1. University of Phoenix Student Code of Conduct
   Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.

   The School of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: http://www.nursingworld.org/ codeofethics

3. Nurse Practice Act (by state)
   Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state’s nurse practice act. Candidates can locate this information here: https://www.ncsbn.org/nurse-practice-act.htm

4. ANA Principles for Social Networking and the Nurse
   ANA’s Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients’ privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: http://www.nursingworld.org/ principles

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.

6. The candidate appreciates and values human diversity and shows respect for others’ varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.

8. The candidate refrains from disrupting the programs of the School of Nursing or its affiliates.

9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.

10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.

11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.

12. Candidates in the School of Nursing will assume responsibility for their own health as well as their own behavior.

   a. Transportation: Candidates in the School of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

   b. Personal Electronic Devices: Candidates in the School of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

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

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

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

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

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

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practicums, and internships.

7. The candidate values human diversity and shows respect for others’ varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or
counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor. These guidelines are outlined in the National Organization for Human Services (NOHS) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and the American Counselors Association (ACA) Code of Ethics.

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

12. The candidate maintains a pattern of consistently meeting academic and professional standards in courses, field placements, practicums and internships.

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

Candidates in 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 clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

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

**Supplemental Standards**

The following Supplemental Standards for Candidates in College of Education Programs (“Supplemental Standards”) apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate’s affective attributes and disposition to be an educator. 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. These supplemental, dispositional standards are adopted from the...

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to life-long learning for self and others.
3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.
4. The administrator candidate is committed to establishing a safe and supportive learning environment.
5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
6. The administrator candidate is committed to ethical principles in decision-making.
7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.

**DISPUTE RESOLUTION POLICY AND PROCEDURES**

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. (R1) None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

**Step One: Internal Resolution**

Students should first attempt to resolve any dispute or issue by contacting the following individuals/Departments, and utilizing the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the Academic Catalog to gain a fuller understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- Allegations of sex discrimination or sexual harassment: Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in Academic Catalog.
- Allegations concerning all other forms of discrimination: Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee. See Nondiscrimination Policy and Harassment Policy in Academic Catalog.
- Student Code of Conduct Violations (other than sex discrimination and sexual harassment): Registrar. See Student Code of Conduct section in Academic Catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in Academic Catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in Academic Catalog.
- Academic Issues: Student Appeals Center in ODM. See Students Appeals Center Section in Academic Catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in Academic Catalog.

**Step Two: Mediation**

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

**Step Three: Binding Arbitration**

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

1. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association (“AAA”). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA (“AAA Rules”). The AAA Rules are available by navigating to the “Rules and Procedures” section of www.adr.org, or by requesting a hard copy from the University Legal Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.

3. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.

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

5. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.
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**ACADEMIC POLICIES**

**Academic Advisement**

All students are provided an assigned Academic Counselor from the start of their first class until after graduation to collaborate with on the development of their individualized academic plans, assist with educational milestones, and maintain a commitment to earn a degree. Academic Counselors ensure that students have the information they need to make informed decisions and educate students regarding the requirements, policies, and procedures of their academic program. Additional services available on the student website include transfer credit summaries, official grades, program GPA, access to update demographic information, and the ability to request transcripts. 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. Guidance on degree completion progress and options may also be discussed with an Academic Counselor at any time throughout the student's degree program.

**Registration**

Applicants to the University must enter into the most current program course of study available in their state or jurisdiction and modality.

Students must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student’s Enrollment/Disclosure Agreement defines the student’s curriculum and degree requirements. The executed Enrollment Agreement will be effective for a one year from the date signed. Application or Program Change Addendums must be signed within 30 days of the Enrollment/Disclosure Agreement.

Students who register in an eligible program may qualify for financial aid in accordance with federal regulations.

A Social Security Number is required to be recorded on a student’s education record if s/he has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student. The University may not receivereceived U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 will need to complete the Social Security Number Override Verification Form to have the Social Security Number omitted from his/her education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student’s SSN will be added to his/her student education record by the Registrar’s Office. If this occurs, the student will be notified by the Registrar’s Office that the SSN Override has been administratively rescinded.

**Admission Statuses**

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

**Applicant (RR) Status**

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

**Orientation Pending (OP) Status**

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

**Admitted with Condition (AC) Status**

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

**En-route Credential (EC) Status**

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

**Admitted (AM) Status**

The Office of Admissions and Evaluation in Office of Admissions & Records grants a student unconditional admitted status after all documents have been received, the applicant’s admission file has been officially reviewed, and all admission requirements and conditions for the chosen program have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.
Deferred Admission (DF) Status
Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file. Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.

Graduate Provisional (PV) Status
Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified for Admission) student academic status.

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

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

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

Denied for Cause (DC) Status
Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed on Denied for Cause status (DC) and will be administratively withdrawn from the university.

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

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

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

Student Academic Standing

The University recognizes the following Student Academic statuses for degree and certificate seeking students:

Regular (RG)
Student is in compliance with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)
DA status results when provisionally-admitted students fail to achieve the minimum-required grade point average (GPA) at the conclusion of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period.

Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- must be granted approval by the Student Appeals Center to re-enroll at the University and may not appeal to return prior to the end of the six month disqualification period. There will be no exceptions.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the six month disqualification period and have received approval through a student appeal.
- must meet all conditions of the appeal decision and may be required to retake or replace the course(s) with the lowest grade(s) earned.

Academic Disqualification (AD)
AD results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the conclusion of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript.

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
• Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)
SD status results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript. Students placed on SD status:
• will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
• may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)
SS status occurs when a student is suspended for a period of time or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed on SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the allocated period of time for the suspension has ended and/or the student’s status has been updated.

Expulsion (EX)
EX status occurs when a student is administratively withdrawn from the University and not permitted to return under any circumstances. The date of expulsion is noted on the official transcript.

Program Academic Standing
The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)
Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP)
Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Course Statuses

Administrative Withdrawal (AW)
Student is withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

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

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

Dropped (DR)
Student was in a SC or EN course status and requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

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

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

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

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

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

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

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

Exemption (WV)
Course waived without credit.

Candidacy Statuses

Level 1 Candidate Status
Level 1 Candidate status is determined at the time of admission and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.
• 1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.
• 1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

Level 2 Candidate Status
Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.
• 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
• 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.
Enrollment Status

The University recognizes the following enrollment statuses:

**Program Level Enrollment Status**

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Full-Time</td>
<td>F</td>
<td>The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is actively attending class and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.</td>
</tr>
<tr>
<td>Active Less Than Half Time</td>
<td>L</td>
<td>The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is actively attending class and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>A</td>
<td>The student is on an approved Leave of Absence (LOA).</td>
</tr>
<tr>
<td>Withdrawed</td>
<td>W</td>
<td>The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.</td>
</tr>
<tr>
<td>Academic Complete</td>
<td>C</td>
<td>Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.</td>
</tr>
<tr>
<td>Graduated</td>
<td>G</td>
<td>The student has completed all program requirements and degree is conferred.</td>
</tr>
</tbody>
</table>

**Student Level Enrollment Status (Overall Enrollment Status)**

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deceased</td>
<td>D</td>
<td>The student is deceased.</td>
</tr>
<tr>
<td>Not Started</td>
<td>X</td>
<td>The applicant has not yet attended a course in his/her program.</td>
</tr>
</tbody>
</table>

**Student Falsification of Information**

Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

**On-Camera Conduct Policy**

Students, faculty and staff of University of Phoenix may have reason to utilize electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a disciplinary action.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include but are not limited to firearms, drugs (legal or illegal), drug paraphernalia (legal or illegal), tobacco products, and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited to appearing on camera without appropriate covering, having exposed undergarments, and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

**General Grievances**

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the respective policies. Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via this office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.
Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student’s individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide his/her campus representative with an appeal letter and all relevant documents and statements of support for the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (https://ecampus.phoenix.edu) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. 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.

Grade Definitions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>D–</td>
<td>0.67</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
W/F = Withdrawal failing
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit

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

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels 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.

Students who are approved for reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.
Program and Cumulative Grade Point Average

University of Phoenix, 2018-2019

- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
- 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.
  - This grade allows students to repeat a course without penalizing their GPA in eligible courses.
- AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.
- W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the university. A "W" grade will be issued in the following scenarios:
  - The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
  - The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.
- WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.
- P = PASSING
  - Student satisfactorily completed the course.
- NC = NO CREDIT
  - Student withdrew from the course; no grade was issued.
- WC = WAIVED WITH CREDIT
  - University of Phoenix required course, waived with credit.

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree program.

UOPX cumulative GPA is a calculation of all completed UOPX courses.

The following quality points are associated with the respective grades below:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<tr>
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<td>F</td>
<td>.00</td>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Program applicable coursework that may not apply towards the program in terms of credit, but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the Program GPA.

A course which is repeated or replaced with equivalent coursework will no longer be applicable for credit, the course will not be calculated into the grade point average, and the most recent course will be applied and calculated in its place.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid. Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated. Transcripts will be released only to students who are in good financial standing with the University. Students may request official transcripts from the student website (https://ecampus.phoenix.edu) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Office of Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CF-A206, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Grade Disputes and Grade Corrections

The University has established a dispute process for students who believe a grade has been awarded incorrectly.

Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the for-
mal grade dispute process or if the faculty member determines the original grade was improperly calculated.

Requests or disputes related to grades must be resolved by the faculty member, whose decision is final, unless the dispute alleges discrimination or harassment.

- Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
- Disputes challenging a grade which also allege discrimination or harassment by the faculty member are addressed according to the Non-Discrimination and Harassment policies.

Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the Director of Academic Affairs, or designee, who may mediate a resolution between the student and faculty member. However, the decision regarding whether to change the grade rests solely with the faculty member.

Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.

Decisions for grade disputes must be rendered prior to the student being degree conferred.

**Program and Modality Changes**

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and credit bearing requirements for the new program being entered.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment/Disclosure Agreement specific to the new modality.

**Graduation Application and Credential Conferral**

University diplomas and certificates are issued to students who have completed all program requirements, are in good academic and financial standing, and whose credential has been officially conferred.

Upon completion of all program requirements, students must submit a graduation application in order to be considered for official credential conferral.

Following credential conferral, the University will issue one diploma or certificate.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

**Braille Embossed Diplomas**

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar’s Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

**Posthumous Degrees**

The University may present posthumous degrees for deceased students who were enrolled and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

**Degree Posting**

Degrees are conferred and posted to students’ academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student’s individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have met all financial obligations to the university.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

**Graduation with Honors**

Bachelor degree students who complete their degree program with a program grade point average of 3.85 or higher will graduate with “Honors”. The “Graduated with Honors” designation will appear on the University diploma and permanent transcript.

**Participation in Commencement Ceremony**

Commencement ceremonies are held by the majority of campuses. Students who have met all of the requirements and completed a degree program with University of Phoenix (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below:

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

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

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

Degree seeking students who meet the eligibility requirements may participate in a commencement ceremony at any UOPX campus location. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

All Bachelors level students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord.

Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the 'Graduated with Honors' designation. Academic standards must be met in order for a 'Graduated with Honors' degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the maximum timeframes allotted to students who have remained in continuous attendance according to the University’s re-entry policy to complete all requirements for their selected program version.

<table>
<thead>
<tr>
<th>Program</th>
<th>Years for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Credit Recognition)</td>
<td>within 2 years</td>
</tr>
<tr>
<td>Bachelors</td>
<td>within 8 years</td>
</tr>
<tr>
<td>Masters</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Doctoral except for PHD/IO &amp; EdS</td>
<td>within 8 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>

Program completion deadlines are calculated based on first date of positive recorded class attendance in the student’s program version.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student’s program completion deadline.

A student who changes their program and/or version will have a new program completion deadline calculated based on the first date of positive recorded attendance in the course beginning after the student signature date on the most recent enrollment agreement on file.

• A student who posts positive class attendance in a program version, changes their program and then reverts back to their prior program version will be held to their original program completion deadline for that program version.

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.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered Non-degree students and will be enrolled under the Non-degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency.

Non-Degree courses are divided into the following categories:

• General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.

• Courses that are part of a required course of study for a degree or certificate program.

• For-credit courses that are part of an Extension program code for a College or non-credit bearing courses that are part of a program code from the School of Continuing Education.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by U.S. law. University of Phoenix will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control (“OFAC”) nor any individual that has been designated a: Specially Designated National (“SDN”), Foreign Sanctions Evader (“FSE”), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Registrants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant’s consent to allow the University to process the registrant’s personal information.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, Non-Degree students must meet the following academic preparedness requirements: (E1, E3)
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score. (E4)
• Nevada: Applicants attending a local campus in Nevada 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. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Students who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement. (E5)
• Students 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 enrollment paperwork.
  • Have been granted asylum or refugee status
  • Have a valid F1 Visa
• Students who reside in Canada must meet one of the following requirements for admission:
  • Be a legal resident of Canada
  • Be a landed immigrant
  • Have a valid visa that does not prohibit educational studies
  • Must meet state immunization and Health Insurance Requirements
  • Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). To satisfy a prerequisite the course must meet the following criteria:
  • have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,
  • have been completed with a grade of "C" or better or comparable passing benchmark
  • be comparable in content and must be an equivalent level or higher level course
  • Must not have been expelled from University of Phoenix or any other institutions.

Non-Degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however; non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree student who are admitted into a degree program will need to meet the following credit residency requirements:
• 18 credits toward a graduate degree required course of study completed after admission into the degree program.
• 30 credits toward an undergraduate degree required course of study completed after admission into the degree program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

College of Humanities and Sciences Individual Counseling Non-Degree Courses
Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.

College of Health Professions, School of Nursing Individual Nursing Non-Degree Courses
Students enrolled in an approved RN-BSN transfer partner institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Partnership Transfer Pathway Guides.

RN-BSN Transfer Partner Institution CEP’s RN-BSN Pathway Partnership CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

School of Advanced Studies Individual Doctoral Non-Degree Courses
Non-Degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment—Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University’s effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students’ educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University’s focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students’ work and life experiences.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University’s mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University’s academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students’ Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students’ educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University’s assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)

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, and whether they are satisfied with the recruitment and regis-
administration processes.

**Student End-of-Course Survey (SEOCS)**

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

**Faculty End-of-Course Survey (FEOCS)**

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

**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.

**Academic Alumni Questionnaire**

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University’s mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University’s teaching/learning model was in helping them achieve their educational goals, and their employers’ opinions of the programs’ benefits. Data gleaned from the Questionnaire is used in program evaluation.

**Persistence, Retention, and Graduation Studies**

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. 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.

**Classroom Performance Review**

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member’s facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.
UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

- **PhoenixLink™** Continue accessing the entire suite of career tools you enjoyed as a student. PhoenixLink™ is where you’ll find support for your career goals, powerful networking tools, opportunities to give back and so much more.
- Search and apply for exclusive jobs.
- Find even more job postings on the Extended Job Network.
- Schedule career counseling sessions.
- Access the University’s alumni mentor database.
- View career planning and development resources.

Alumni Services

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit phoenix.edu/alumni/directory-search.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. phoenix.edu/alumni/business-directory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has partnerships with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest® and Twitter® online communities.

Additional Information

Visit us on the Web at phoenix.edu/alumni 800.795.2586 E-mail address: alumni@phoenix.edu facebook.com/uopxalumni instagram.com/uopxalumni linked.in/uopxalumni pinterest.com/uopx twitter.com/uopxalumni
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Admission Procedures

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

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a regionally accredited military university or college (Community College of the Air Force and US service academies). If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance. Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions
Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

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

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

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

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

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

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

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

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

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-
completion credentials and do not need to be validated unless required by the student’s state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program.

If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official translation and submit it to University of Phoenix. Translations must be completed/verified by an official translation service, a foreign language department of an accredited college or university, the country’s embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control (OFAC) nor any individual that has been designated a: Specially Designated National (SDN), Foreign Sanctions Evader (FSE), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant’s consent to allow the University to process the applicant’s personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines
The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students
Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal appeal of the appeal is obtained. Students who fail to disclose all prior colleges and universities attended on their Application for Admission may result in a charge under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements
Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
• The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
• The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
• Applicants who reside in the United States must meet one of the following requirements:
  • Be a legal resident of the United States
  • Have been granted permanent residency
  • Have a valid visa that does not prohibit educational studies
  • Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  • Have been granted asylum or refugee status.
• Applicants who reside in Canada must meet one of the following requirements:
  • Be a landed immigrant
  • Have a valid visa that does not prohibit educational studies
• A completed and signed undergraduate application
• A signed Enrollment/Disclosure Agreement.
• Completion of any state-specific required documents or forms.
• Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
• Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
• Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).
* Programs administered under the risk free period policy are indicated in such as the “General Information” section of the program’s policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

• Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  • The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  • The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
• Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate education programs in additional to the AACR.
• Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) come from a combination of Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

Residency Requirements and Course Waivers for Associate Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

• Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits (as a part of the final 30 credits of the program) come from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
• The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

• The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses as recognized by the University on the admissions application.

• The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses as recognized by the University on the admissions application.

University Orientation Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

• Orientation Complete (OC): Applicant has attended all three weeks and successfully submitted all assignments.

• Orientation Not Complete (ON): Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

• Orientation Extended (OX): An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status. Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

Students enrolled in programs that are eligible for the risk free period policy* are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a “W” grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program’s policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

• In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements

• Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements
Applicants disclosing 24 or more previous college credits on the First-Year Sequence (A Track and B Track Programs)

Applicants disclosing fewer than 24 previous college credits on the First-Year Sequence must be completed within the first 6 credits course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

Phoenix Success Series Preferred Sequence and Prerequisites

<table>
<thead>
<tr>
<th>Series Categories</th>
<th>Credits</th>
<th>Course Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PSY 110</td>
</tr>
<tr>
<td>College level research</td>
<td>6</td>
<td>ENG 100, ENG 200</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td>FP 100</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>3</td>
<td>HUM 115</td>
</tr>
</tbody>
</table>

Phoenix Success Series Preferred Sequence

- GEN 201 ............................................................... 3 credits
- PSY 110 ............................................................. 3 credits
- ENG 100 ............................................................. 3 credits
- HUM 115 ............................................................. 3 credits
- FP 100 ............................................................... 3 credits
- ENG 200 ............................................................. 3 credits
- Research and Rhetoric

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix, and are not required to enroll in the First-Year Sequence.
- Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-Year Sequence.
- Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Preferred Sequence

- GEN 195 ............................................................... 3 credits
- Foundations of University Studies
- COM 170 ............................................................. 3 credits
- Elements of University Composition and Communication I
- COM 172 ............................................................. 3 credits
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 taken to satisfy graduation requirements, the courses 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.

**General Education Student Learning Outcomes**

In addition to the knowledge and skills related to the University Learning Goals, graduating students are intended to attain certain knowledge, skills and abilities within the various general education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their general education requirements:

- Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
- Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
- Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.
- Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
- Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.
- Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.
- Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.
- Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

**Liberal Arts Components**

The curriculum within the General Education Program is comprised of traditional liberal arts categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to a breadth of content essential to a baccalaureate experience, and the categories within General Education curriculum are as follows:

- **Communication Arts**, credit requirements vary by program
  - Course work in Communications 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 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 social sciences 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, economics, 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 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, economics, 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 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 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 science/technology 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.
credit is granted for demonstrated knowledge, not for prior learning assessment eligibility guidelines

university of phoenix offers prior learning assessment (pla) as an option by which students can earn assessed credits toward degree completion requirements. all prior learning must have academic equivalence to college-level learning to be awarded credit.

- all coursework, professional training, and experiential learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the university’s acceptable transfer activity policy.
- credit is granted for demonstrated knowledge, not for experience alone. learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential learning essays upon applying to pla. this documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

the student must demonstrate college-level writing skills in experiential learning essays conforming to the writing standards required of all students enrolled at university of phoenix. credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the uopx required course of study, or topics from other submissions for credit.

the university of phoenix recognizes credit recommendations of the american council on education ace/credit guide, the american council guide to educational credit by examination, and the national college credit recommendation service (nccrs). credit is awarded using the recommendations as a guide and is not required to be assessed internally by the university’s pla department.

courses which have been transcripted for academic college-level credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are continuing education units (ceu), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

pla may apply towards both the lower division and upper division credit requirements of the university’s undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student’s residence. pla may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside.

students may not rewrite an experiential learning essay more than once.

students may submit a completed experiential learning essay up to 90 days after an essay topic has been removed or modified from the approved essay topic list. university of phoenix code of academic integrity policy is applicable to all pla submissions.

prior learning assessment credit assessment

credit is awarded based on clock hours or academic content equivalence as determined by pla evaluators or one of the university’s colleges, schools, or the provost’s office. if an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

experiential learning essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the approved essay topics list. with an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. incomplete or unsatisfactory essays will not be awarded credit. no partial credit will be awarded for essays. experiential learning essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

assessed credits will appear on the student’s university of phoenix transcript after they are awarded.

students have the right to challenge credit awards. challenges must be submitted to pla in writing by the student within six weeks of the date of the credit award letter. challenges received after this date will not be considered.

a student enrolled in an associate degree program may earn a maximum of 15 credits for experiential learning essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for experiential learning essays.

corporate partnerships- credit recommendation guide

the university will endeavor to create corporate partnerships with other corporations as appropriate in order to enhance transfer credit options for students coming to university of phoenix. transfer credit recommendations will be created in the format of a credit recommendation guide (crg).

crgs will define transferability, applicability, and individual credit recommendations of partner corporations’ professional training/ seminars, deemed by assessment as comparable to college level learning, to university undergraduate degree program credit requirements. credits indicated on a crg are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time.

evaluation and determination of credit award for activities listed on the crg will follow the credit assessment guidelines as indicated in prior learning assessment credit assessment. a list of corporations with which university of phoenix has established cor-

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.html.

Standardized Credit Recommendations
Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution’s discretion.
Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Program Length

Associate Programs
The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 90 to 104 weeks, Health Services Administration - 90 to 108 weeks, Humanities & Sciences - 93 to 109 weeks, Information Systems & Technology - 90 to 114 weeks, Business - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs
The established "normal time" to complete a program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 206 to 220 weeks, Health Services Administration - 200 to 204 weeks, Nursing - 202 to 215 weeks, Humanities & Sciences - 200 to 225 weeks, Information Systems & Technology - 200 to 207 weeks, Business - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.
COLLEGE OF HUMANITIES AND SCIENCES

The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specialty coursework in criminal justice services. Students will receive core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections then advance to emphasis courses within the broad domains of criminal justice.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program:

- Students will exhibit critical thinking and problem solving skills as they apply to criminal justice settings.
- Students will demonstrate a competency in communication and collaboration within diverse populations throughout the criminal justice profession.
- Students will apply information literacy and utilization relevant to the criminal justice profession.
- Students will gain a global perspective of ethics and cultural diversity aspects within the broad domain of the criminal justice structure.
- Students will demonstrate the application of quantitative and qualitative research methods to collect and analyze data, expressing the relationship between research, theory, and practice in the criminal justice profession.

Preferred Sequence and Prerequisites for the BSCJA - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 241 ~ Introduction to Police Theory and Practices ................................................................. 3 credits
CJS 251 ~ Introduction to Criminal Court Systems ..................................................................... 3 credits
CJS 255 ~ Introduction to Corrections .......................................................................................... 3 credits
CJS 211 ~ Ethics in Criminal Justice ............................................................................................ 3 credits
CJS 221 ~ Cultural Diversity in Criminal Justice .......................................................................... 3 credits
CJS 231 ~ Criminology .................................................................................................................. 3 credits
CJS 245 ~ Juvenile Justice Systems and Processes ....................................................................... 3 credits
CJA 305 ~ Criminal Law .............................................................................................................. 3 credits
CJA 315 ~ Criminal Procedure .................................................................................................... 3 credits
CJA 325 ~ Criminal Organizations .............................................................................................. 3 credits
CJA 335 ~ Research Statistics ...................................................................................................... 3 credits
CJA 345 ~ Research Methods and Evaluation ............................................................................ 3 credits
CJA 355 ~ Grant Writing ............................................................................................................. 3 credits
CJA 365 ~ Budget, Finance, and Planning .................................................................................... 3 credits
CJA 375 ~ Interagency Communication ........................................................................................ 3 credits
CJA 385 ~ Criminal Justice Policy Analysis & Program Evaluation .............................................. 3 credits

Upper Division Criminal Justice Electives, 18 credits

Students must take the following:

CJA 484 ~ Criminal Justice Administration Capstone .................................................................. 3 credits

Students may satisfy the 18 credit Upper Division Criminal Justice Electives using the courses below and their respective equivalents, including students earning an Associate of Arts in Criminal Justice en-route. Students earning a certificate en-route will fulfill the 18 credit
Upper Division Criminal Justice Electives using the certificate coursework:

Students choose five of the following:

BCC 395 ~ ................................................................. 3 credits
Contemporary Issues and Futures in Cybercrimes
BCC 400 ~ ................................................................. 3 credits
Information Systems Fundamentals
BCC 401 ~ ................................................................. 3 credits
Cybercrimes in the 21st Century
BCC 402 ~ ................................................................. 3 credits
Cybercrime and Role of Law Enforcement Security Personnel
BCC 403 ~ ................................................................. 3 credits
Global Technology and Cybercrime
BSS 395 ~ ................................................................. 3 credits
Contemporary Issues and Futures in Security
BSS 480 ~ ................................................................. 3 credits
Risk Management Perception and Communication
BSS 481 ~ ................................................................. 3 credits
Counterterrorism Intelligence and Analysis
BSS 482 ~ ................................................................. 3 credits
Securing Critical Infrastructure and Cyberspace
BSS 483 ~ ................................................................. 3 credits
World View of Homeland Security
CJA 395 ~ ................................................................. 3 credits
Current Issues/Futures in Criminal Justice Management
CJA 444 ~ ................................................................. 3 credits
Organizational Behavior and Management
CJA 454 ~ ................................................................. 3 credits
Criminal Justice Management Theory and Practice
CJA 474 ~ ................................................................. 3 credits
Managing Criminal Justice Personnel
CJA 475 ~ ................................................................. 3 credits
Forecasting and Strategic Planning
CJHS 395 ~ ............................................................... 3 credits
Issues and Futures in Human Services in Criminal Justice
CJHS 400 ~ ............................................................... 3 credits
Theory and Practice: Human Services in Criminal Justice
CJHS 410 ~ ............................................................... 3 credits
Mental Health and Crisis Interventions in Criminal Justice
CJHS 420 ~ ............................................................... 3 credits
Case Management and Services Provided in Criminal Justice
CJHS 430 ~ ............................................................... 3 credits
Collaborative Services in Criminal Justice

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

The University’s security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for “Admitted with Condition” status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSCJA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and an upper division certificate. Listed below are all of the possible en-route credentials:
  - Associate of Arts in Criminal Justice
  - Students may apply for conferment of an en-route credential upon meeting the following program requirements:
    - Successful completion of all the courses outlined in the enrollment agreement for the credential
    - Achievement of the minimum program GPA
    - Fulfillment of the minimum University residency requirement
  - Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.

High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Applicants must be currently employed or have access to a work environment.

Signed Acknowledgement Form

**Degree Requirements for the BSCJA**

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 48 credits
  - Upper Division Criminal Justice Electives - 18 credits
  - Electives - 9 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

**Academic Progression Requirements for the BSCJA**

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

**Additional Residency Requirements and Course Waivers for the BSCJA**

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive a maximum of 12 lower division credits from the required course of study.

Students earning a Criminal Justice Certificate en-route to completing the undergraduate degree may waive a maximum of 3 credits within the certificate program in addition to the 15 upper division credits that can be waived in the BSCJA required course of study by meeting the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students earning a Criminal Justice Certificate en-route must use the certificate coursework to fulfill the 18 credit Upper Division Criminal Justice Electives requirement.

Students not earning an additional credential or earning an Associate of Arts in Criminal Justice en-route may satisfy the 18 credit Upper Division Criminal Justice Electives requirement through the following means:

- Choose from a selection of University of Phoenix Upper Division Criminal Justice courses, which must include CJA 484.
- Upper Division Criminal Justice transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better or comparable passing benchmark for nontraditional credits.

The following course in the Required Course of Study may not be waived: CJA 385, CJA 484

**General Education Requirements for the BSCJA**

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts, 6 credits
- Pathway A must include: 3 credits of College Composition
- Pathway B must include: 6 credits in college-level research and writing
- Pathway A must include: 3 credits of College Composition
- Pathway B must include: 6 credits in college-level research and writing

**Mathematics, 6 credits**
- Science and Technology, 9 credits
- Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
- Humanities, 6 credits
- Pathway B must include: 3 credits in critical thinking
- Must include: GEN 201
- Social Science, 9 credits
- Pathway B must include: 3 credits in economics
- Pathway B must include: 3 credits in psychology

**Additional Liberal Arts, 6 credits**
- Interdisciplinary Component, 3 credits
- Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**General Education Requirements for the BSCJA for Students Obtaining an Associates En-Route Credential**

- Communication Arts, 6 credits
- Pathway A must include: 3 credits of College Composition
- Pathway B must include: 6 credits in college-level research and writing
- Mathematics, 6 credits
- Effective for Enrollment Agreements sign 6/1/2016 or later, must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
- Science and Technology, 9 credits
Must include at least six (6) credits in the physical or biological sciences

Must include: CJS 215

Humanities, 6 credits

Must include: GEN 201

Pathway B must include: 3 credits in critical thinking

Social Science, 9 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Must include: CJS 235

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 3 credits

Must include: CJS 205

Any credit that is not being applied to the primary major as a waiver may be applied to the Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For students earning an associate degree en-route, CJS 201 is a prerequisite for the following General Education courses: CJS 215 and CJS 235.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
SCHOOL OF BUSINESS

We prepare future leaders for business excellence.
Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs
- Commit to excellence in teaching and to leveraging innovative teaching methodologies
- Be relentless in driving institutional self-assessment and continuous quality improvement

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
  - Finance
  - Marketing
  - Information Systems
  - Research Methodologies
  - Economics
  - Business Law
  - Management
  - Accounting
- Students will examine the degree of alignment between their individual values and the organization’s values as reflected in the organization’s plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits
COM 295 ~ ................................................................. 3 credits
Business Communications

Business Information Systems, 3 total credits
BIS 220 ~ ................................................................. 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits
PHL 320 ~ ................................................................. 3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ ................................................................. 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting I
ACC 292 ~ ................................................................. 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits
ETH 321 ~ ................................................................. 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics

Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits
Finance for Business

Marketing, 3 total credits
MKT 421 ~ ................................................................. 3 credits
Marketing

Business Statistics, 3 total credits
QNT 275 ~ ................................................................. 3 credits
Statistics for Decision Making
Students may apply for conferral of an en-route credential upon
Students who have completed an associate degree or higher at a
Students may declare and earn additional credentials that are
En-Route Credentials for the BSB
Students who are placed in Pathway A may choose to complete
First time attendees with the University who indicate less than
General Information for the BSB
• First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
• Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
• Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
• Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
• Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.
En-Route Credentials for the BSB
• Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  • Financial Planning Certificate
  • Marketing Certificate
  • Operations Management Certificate
  • Small Business Management and Entrepreneurship Certificate
  • Project Management Certificate
  • Human Resource Management Certificate
  • General Management Certificate
  • Hospitality Management Certificate (Undergraduate)
  • Associate of Arts with a Concentration in Business Fundamentals
  • Associate of Arts with a Concentration in Accounting Fundamentals
• Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  • Successful completion of all the courses outlined in the enrollment agreement for the credential
  • Achievement of the minimum program GPA
  • Fulfillment of the minimum University residency requirement
• Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.
Additional Admission Requirements for the BSB
All applicants are expected to meet the following admissions requirements:
• Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  • Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  • Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
  • High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.
Degree Requirements for the BSB
• Completion of a minimum of 120 credits.
  • General Education - 45 credits
  • Required Course of Study (BSB) - 39 credits
  • Upper Division Business/Management Electives - 18 credits
  • Electives - 18 credits
• A minimum of 42 upper division credits.
• A minimum grade point average (GPA) of 2.0.
• The diploma awarded for this program will read as: Bachelor of Science in Business
General Education Requirements for the BSB
A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
Liberal Arts Component, 36 credits
Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
Science and Technology, 6 credits
Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits. With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits
Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
Science and Technology, 6 credits
Must include: 3 credits in the physical or biological sciences
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Requirement, 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Additional Residency Requirements and Course Waivers for the BSB

- Students in this program may waive a maximum of 18 upper division credits from their required course of study.
- Students may also waive twelve (12) lower division credits from the required course of study.
- The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
  - Upper Division University of Phoenix Business/Management coursework.
  - Previously completed Graduate UOPX Business/Management coursework.
  - Upper Division Certificate approved in the student’s state or jurisdiction.
  - Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.
- The following course(s) may not be waived: BUS 475

MBA Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University’s Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their Upper Division Business/Management electives or general electives which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.

MGT 521 ................................................................. 3 credits
Management
HRM 531 ................................................................. 3 credits
Human Capital Management
LAW 531 ................................................................. 3 credits
Business Law

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
Bachelor of Science in Management

The Bachelor of Science in Management (BSM) program may be offered at University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross-functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~ .................................................................3 credits

Business Communications

Management, 12 total credits

MGT 312 ~ ...............................................................3 credits

Organizational Behavior for Managers

HRM 300 ~ ...............................................................3 credits

Fundamentals of Human Resource Management

LDR 300 ~ ...............................................................3 credits

Innovative Leadership

MGT 426 ~ ...............................................................3 credits

Managing Change in the Workplace

Economics, 3 total credits

ECO 372 ~ ...............................................................3 credits

Principles of Macroeconomics

Ethics and Social Responsibility, 3 total credits

ETH 321 ~ ...............................................................3 credits

Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ ...............................................................3 credits

Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~ ...............................................................3 credits

Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~ ...............................................................3 credits

Marketing

Finance, 3 total credits

FIN 419 ~ ...............................................................3 credits

Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~ ...............................................................3 credits

Strategic Management

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

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for “Admitted with Condition” status, will be admitted with condition to this program according to the risk free period policy.

- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.

- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.

- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

  - Associate of Arts Concentration in Accounting Fundamentals
  - Associate of Arts Concentration in Business Fundamentals

- Students may apply for conferment of an en-route credential upon meeting the following program requirements:

  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
• Fulfillment of the minimum University residency requirement
• Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BSM
All applicants are expected to meet the following admissions requirements:
• Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  • Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  • Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
  • High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSM
• Completion of a minimum of 120 credits that include the following distribution:
  • General Education - 45 credits
  • Required Course of Study (BSM) - 36 credits
  • Electives - 39 credits
  • A minimum of 33 upper division credits.
  • A minimum grade point average (GPA) of 2.0.
  • The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM
A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
• Communication Arts, 6 credits
  Pathway A must include: 3 credits of College Composition
  Pathway B must include: 6 credits in college-level research and writing
• Mathematics, 6 credits
  Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
• Science and Technology, 6 credits
  Must include at least three (3) credits in the physical or biological sciences
• Humanities, 6 credits
  Pathway B must include: 3 credits in critical thinking
  Must include: 3 credits of upper division Humanities coursework
  The preferred course is PHL 320
• Social Science, 6 credits

Pathway B must include: 3 credits in psychology
Must include: 3 credits of upper division Social Science coursework
The preferred course is SOC 315
Additional Liberal Arts, 6 credits
Must include: GEN 201

Interdisciplinary Component, 9 credits
Pathway B must include: 3 credits in economics
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.
With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
• University of Phoenix coursework
• Activity that is acceptable in transfer to the University
  Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM
• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSM
Students in this program may waive a maximum of nine (9) upper division credits from their required course of study.
Students may also waive three (3) lower division credits from the required course of study.
The elective requirement may be satisfied by any of the following means:
• Any upper and/or lower division University of Phoenix coursework.
• Previously completed UOPX graduate coursework.
• Upper or lower division Certificate approved in the student’s state or jurisdiction.
• Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer and was completed.
The following course(s) and their equivalents may not be waived:
  MGT 498

MBA Pathway for the BSM
Bachelor of Science in Management students who want to transition into the University’s Master of Business Administration (MBA) degree programs may complete the following three (3) courses as part of their elective credits which are required for degree completion. The MBA pathway courses may be taken only after completion of the required course of study.
• MGT 521 ................................................................. 3 credits
  Management
• HRM 531 ~ ............................................................ 3 credits
  Human Capital Management
• LAW 531 ~ ............................................................ 3 credits
  Business Law
Re-entry for the BSM
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will examine the degree of alignment between their individual values and the organization’s values as reflected in the organization’s plans and actions.
- Students will apply financial accounting principles to record and communicate measurable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a “~” symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits
COM 295 ~ .................................................................3 credits
Business Communications

Business Information Systems, 3 total credits
ACC 210 ~ .................................................................3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits
QNT 275 ~ .................................................................3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits
ACC 290 ~ .................................................................3 credits
Principles of Accounting I
ACC 291 ~ .................................................................3 credits
Principles of Accounting II
ACC 295 ~ .................................................................3 credits
Principles of Accounting I for Accountants
ACC 296 ~ .................................................................3 credits
Principles of Accounting II for Accountants

Management, 6 total credits
PHI 320 ~ .................................................................3 credits
Critical Thinking and Decision Making in Business
MGT 312 ~ .................................................................3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits
ETH 321 ~ .................................................................3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits
ECO 365 ~ .................................................................3 credits
Principles of Microeconomics
ECO 372 ~ .................................................................3 credits
Principles of Macroeconomics
Students must choose one of the following courses:

**Intermediate Accounting**, 9 total credits
- ACC 422 ~ Intermediate Financial Accounting II
- ACC 423 ~ Intermediate Financial Accounting III

**Strategy**, 3 total credits
- BUS 475 ~ Integrated Business Topics

**Cost Accounting**, 3 total credits
- ACC 349 ~ Cost Accounting for Accountants
- ACC 350 ~ Cost Accounting

**Intermediate Accounting**, 9 total credits
- ACC 422 ~ Intermediate Financial Accounting II
- ACC 423 ~ Intermediate Financial Accounting III

**Tax**, 3 total credits
*Students must choose one of the following courses:*
- ACC 453 ~ Corporate Taxation
- ACC 456 ~ Individual/Estate Taxation

**Government & Non-Profit Accounting**, 3 total credits
- ACC 460 ~ Government and Non-Profit Accounting
- ACC 466 ~ Advanced Accounting

**Auditing**, 6 total credits
- ACC 491 ~ Contemporary Auditing I
- ACC 492 ~ Contemporary Auditing II

**Accounting Research**, 3 total credits
- ACC 497 ~ Advanced Topics in Accounting Research
- ACC 498 ~ Advanced Topics in Accounting Research Capstone

**Marketing, 3 total credits**
- MKT 421 ~ Marketing

**Finance, 3 total credits**
- FIN 370 ~ Finance for Business

**Strategy, 3 total credits**
- BUS 475 ~ Integrated Business Topics

**Cost Accounting, 3 total credits**
- ACC 349 ~ Cost Accounting for Accountants
- ACC 350 ~ Cost Accounting

**Intermediate Accounting, 9 total credits**
-ACC 422 ~ Intermediate Financial Accounting II
-ACC 423 ~ Intermediate Financial Accounting III

**Tax, 3 total credits**
*Students must choose one of the following courses:*
- ACC 453 ~ Corporate Taxation
- ACC 456 ~ Individual/Estate Taxation

**Government & Non-Profit Accounting, 3 total credits**
- ACC 460 ~ Government and Non-Profit Accounting
- ACC 466 ~ Advanced Accounting

**Auditing, 6 total credits**
- ACC 491 ~ Contemporary Auditing I
- ACC 492 ~ Contemporary Auditing II

**Accounting Research, 3 total credits**
- ACC 497 ~ Advanced Topics in Accounting Research
- ACC 498 ~ Advanced Topics in Accounting Research Capstone

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

**General Information for the BSACC**
- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for “Admitted with Condition” status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who have not previously completed an associate degree or higher at a regionally or nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

**En-Route Credentials for the BSACC**
Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:
- Associate of Arts with a Concentration in Business Fundamentals Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

**Additional Admission Requirements for the BSACC**
All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
  - High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HSPE examination with a passing score.
  - Applicants must be currently employed or have access to a work environment.

**Degree Requirements for the BSACC**
- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study - 66 credits
  - Electives - 9 credits
General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
Science and Technology, 6 credits
Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BSACC

- Students in this program may waive a maximum of 30 credits from their required course of study.
- The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475, ACC 498

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-com.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.
- Students will apply interaction strategies in interpersonal, intercultural, and organizational settings using multiple media.
- Students will evaluate communication effectiveness in the workplace.
- Students will assess the historical foundations of communication in order to forecast trends in contemporary society.
- Students will apply ethical principles to all communication channels and strategies.
- Students will recognize the legal implications of the use of all types of communication.
- Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
Foundations of Human Communication, 3 total credits
BSCOM 100 ~ ................................................................. 3 credits
Introduction to Communication

Interpersonal, 3 total credits
BSCOM 234 ~ ................................................................. 3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits
BSCOM 268 ~ ................................................................. 3 credits
Foundations of Mass Communication
BSCOM 410 ~ ................................................................. 3 credits
Media and Society

Communication Research, 3 total credits
BSCOM 324 ~ ................................................................. 3 credits
Communication Research

Communication Theory, 3 total credits
BSCOM 336 ~ ................................................................. 3 credits
Communication Theories and Practice

Group Communication, 3 total credits
BSCOM 348 ~ ................................................................. 3 credits
Small Group and Team Communication

Organizational, 3 total credits
BSCOM 360 ~ ................................................................. 3 credits
Organizational Communication

Intercultural, 3 total credits
BSCOM 390 ~ ................................................................. 3 credits
Intercultural Communication

Communication Law, 3 total credits
BSCOM 415 ~ ................................................................. 3 credits
Communication Law

Communication Ethics, 3 total credits
BSCOM 460 ~ ................................................................. 3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits
BSCOM 465 ~ ................................................................. 3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits
BSCOM 485 ~ ................................................................. 3 credits
Capstone in Communication

Upper Division Communication Electives, 18 total credits

General Information for the BS/COM

• Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
• Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BS/COM

• Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned.
• Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  • Successful completion of all the courses outlined in the enrollment agreement for the credential
  • Achievement of the minimum program GPA
  • Fulfillment of the minimum University residency requirement
• Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Additional Admission Requirements for the BS/COM

All applicants are expected to meet the following admissions requirements:

• Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  • Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  • Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
  • High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Degree Requirements for the BS/COM

• Completion of a minimum of 120 credits that include the following distribution:
  • General Education - 45 credits
  • Required Course of Study - 39 credits
  • Upper Division Communication Electives - 18 credits
  • Electives - 18 credits
• A minimum of 48 upper division credits.
• A minimum grade point average (GPA) of 2.0.
• The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher
Science and Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 9 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM
- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Additional Residency Requirements and Course Waivers for the BS/COM
- Students in this program may waive a maximum of 12 credits from their required course of study.
- The 18 credit Upper Division Communication Electives requirement may be satisfied by any of the following means:
  - Upper Division UOPX Communication coursework.
  - Previously completed Graduate UOPX Communication coursework.
  - Upper Division Certificate approved in the student’s state or jurisdiction.
  - Upper Division or Graduate Communication transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.
- The following courses in the Required Course of Study may not be waived: BSCOM 485

Re-entry for the BS/COM
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today’s information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles.

Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as systems integration, network and cloud infrastructure, database design and integration, cybersecurity, programming and other supporting IT principles. The program provides the opportunity to specialize through the selection of coursework and University of Phoenix certificates, aligned to industry certifications, to support IT career goals. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Business Information Systems: Students will be able to apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Network and Cloud Infrastructure: Students will be able to design selected network and cloud infrastructures that will comply with key requirements of accepted industry best practices to improve organizational network operation.
- Database Design and Integration: Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Cybersecurity: Students will be able to implement cybersecurity solutions that comply with global governance best practices.
- Programming: Students will be able to demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Some courses require prerequisites. Prerequisites and course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Core Topics, 6 total credits
CIS 207 ~ Pre-requisite applies to Pathway B only .................. 3 credits
Information Systems Fundamentals
CMGT 410 ~ ................................................................. 3 credits
Project Planning & Implementation

Business Systems, 9 total credits
BSA 375 ~ ........................................................................... 3 credits
Fundamentals of Business Systems Development
DAT 380 ~................................................................. 3 credits
Advanced Database Architecture
DAT 390 ~................................................................. 3 credits
Database Integration with Other Systems

Networking, 6 total credits
CYB 205 ~ ........................................................................... 3 credits
Infrastructure Administration
NITC 362 ~ ................................................................. 3 credits
Fundamentals of Networking

Data Management, 6 total credits
DAT 210 ~................................................................. 3 credits
Data Programming Languages
DAT 305 ~ ................................................................. 3 credits
Data Structures for Problem Solving
Cybersecurity, 9 total credits
CYB 100 ~ .................................................................3 credits
Cyber Domain
CYB 110 ~ .................................................................3 credits
Foundations of Security
CMGT 400 ~ .................................................................3 credits
Intro to Information Assurance & Security

Programming, 6 total credits
CYB 130 ~ .................................................................3 credits
Object-Oriented Scripting Language
PRG 211 ~ .................................................................3 credits
Algorithms and Logic for Computer Programming

Capstone, 3 total credits
BSA 425 ~ .................................................................3 credits
BSIT Capstone

Upper Division Information Systems and Technology Electives, 18 total credits
The University reserves the right to modify the required course of study.

General Information for the BSIT
• First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
• Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
• Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
• Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
• Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSIT
Students may declare and earn additional credentials that are desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
• Associate of Arts Concentration in Information Technology
• Advanced Networking Certificate (Undergraduate)
• Advanced Cyber Security Certificate (Undergraduate)
• Advanced Health Care Information Technology Certificate (Undergraduate)
• Advanced Software Developer Certificate (Undergraduate)
• Advanced Virtualization Administration Certificate (Undergraduate)

Additional Admission Requirements for the BSIT
All applicants are expected to meet the following admissions requirements:
• Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  • Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  • Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.
• Signed Hardware/Software Agreement
• Students who have previously completed a regionally accredited Associate of Arts or Associate of Science degree from a Community College will be eligible to apply all of the credits earned for the associate degree towards the lower division general education and elective requirements at University of Phoenix. The transfer coursework will be applied as a block at the time of admission to the program.

Students utilizing this policy will need to meet the following conditions:
• Satisfy Pathway A entry course sequence (GEN/201), unless otherwise stated in policy.
• Satisfy the MTH/220 General Education requirement.
• Complete a minimum of 18 credits of upper division Information Technology elective coursework or enroll in an en-route upper division Information Technology certificate approved in the student's state or jurisdiction.
• Meet all prerequisite or state specific content requirements as outlined in the Academic Progression, Preferred Course Sequence, and General Education Requirements policy sections for their BSIT B09 program.

**Degree Requirements for the BSIT**

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 42 credits
  - Required Course of Study - 45 credits
  - Upper Division Information Systems and Technology
    - Electives - 18 credits
    - Electives - 15 credits
  - A minimum of 42 upper division credits.
  - A minimum grade point average (GPA) of 2.00.
  - The activity that is acceptable in transfer to the University

**General Education Requirements for the BSIT**

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts, 6 credits
- Pathway A must include: 3 credits of College Composition
- Mathematics, 6 credits
- Must include 6 credits of college algebra or higher
- Science & Technology, 3 credits
- Must include at least three (3) credits in the physical or biological sciences
- Humanities, 6 credits
- Pathway B must include: 3 credits in critical thinking
- Must include: GEN 201
- Social Science, 6 credits
- Pathway B must include: 3 credits in economics
- Pathway B must include: 3 credits in psychology
- Additional Liberal Arts, 6 credits
- Interdisciplinary Component, 9 credits
- Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University
- Graduate coursework from the College of Information Systems and Technology may be completed as an option to satisfy credits within the Upper Division Information Systems and Technology Electives requirement.

**Academic Progression Requirements for the BSIT**

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

**Residency Requirements and Course Waivers for the BSIT**

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits (as a part of the final 60 credits of the program) come from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
  - Providing that University residency policy is met, through an approved articulation agreement or Educational Partnership Pathway (EPP) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
  - Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

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University of Phoenix, 2018-2019

**COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY**

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• Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy. 

• Students in this program may waive a maximum of 21 credits from their required course of study. 

• The 18 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means: 
  • Upper Division or Graduate IS&T UOPX coursework. 
  • Previously completed Graduate coursework from the College of IS&T. 
  • Upper Division Certificate approved in the student’s state or jurisdiction. 
  • Upper Division or Graduate Information Technology transfer coursework that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date with a grade of C- or better. 
  • Upper Division Information Technology National Testing Program exams that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date. 
  • Upper Division Information Technology American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past five (5) years from current program enrollment agreement sign date. 
  • Upper Division Information Technology Prior Learning Assessment (PLA) credits awarded to activities completed within the past five (5) years from current program enrollment agreement sign date.

**Re-entry for the BSIT**

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. 

• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. 

• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version. 

• Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
University of Phoenix College of Health Professions offers leading-edge graduate, undergraduate, certificate, and non-degree programs aimed at preparing students to improve the quality of healthcare in their communities and the industry. The College of Health Professions is helping to ensure that today’s graduates can effectively tackle tomorrow’s healthcare challenges. For more information, visit http://www.phoenix.edu/chp.

School of Health Services Administration

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase by 23 percent between 2012 and 2022. Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® School of Health Services Administration will equip you with the leading-edge training you need to succeed in today's dynamic health care environment—and to effectively tackle all of tomorrow’s challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care environment. Coursework includes content in some of the following areas—management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program:

• Learners will be able to analyze a health care organization from a market-based perspective.
• Learners will be able to analyze financial issues in the health care industry.
• Learners will be able to explain the application of risk and quality management concepts in the health care industry.
• Learners will be able to analyze the utilization and application of technology within a health care organization.
• Learners will be able to apply management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HC 120 ~ ........................................................................... 3 credits
Medical Terminology for Health Care Professionals
HC 131 ~ ........................................................................... 3 credits
Business Communication Skills for Health Care Professionals
HC 235 ~ ........................................................................... 3 credits
Health Care Delivery in the U. S.
HCIS 140 ~ ........................................................................... 3 credits
Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ ........................................................................... 3 credits
Health Care Professional Development
HCS 335 ~ ........................................................................... 3 credits
Health Care Ethics and Social Responsibility
HCS 325 ~ ........................................................................... 3 credits
Health Care Management
HCS 370 ~ ........................................................................... 3 credits
Organizational Behavior
HCS 341 ~ ........................................................................... 3 credits
Human Resources in Health Care
HCS 380 ~ ........................................................................... 3 credits
Health Care Accounting
HCS 385 ~ ........................................................................... 3 credits
Health Care Finance
HCS 490 ~ ........................................................................... 3 credits
Health Care Consumer - Trends and Marketing
HCS 457 ~ ........................................................................... 3 credits
Public and Community Health
HCS 483 ~ .........................................................3 credits
Health Care Research Utilization
HCS 465 ~ .........................................................3 credits
Health Care Quality Management and Outcomes Analysis
HCS 467 ~ .........................................................3 credits
Health Care Research Utilization
HCS 479 ~ .........................................................3 credits
Health Care Strategy Capstone
BSHA Health Administration Electives
The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.
Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.
The School of Health Service Administration recommends students select and complete all courses within one elective track.
General Health Administration Elective Track:
HCS 430 ~ .........................................................3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 446 ~ .........................................................3 credits
Facility Planning
HCS 455 ~ .........................................................3 credits
Health Care Policy: The Past and the Future
HCS 456 ~ .........................................................3 credits
Risk Management
HCS 475 ~ .........................................................3 credits
Leadership and Performance Development
Health Information Systems Track:
HCIS 410 ~ .........................................................3 credits
Project Planning and Implementation in Health Care
BSA 376 ~ .........................................................3 credits
Systems Analysis and Design
NCT 361 ~ .........................................................3 credits
Network and Telecommunications Concepts
DBM 381~ .........................................................3 credits
Database Concepts
HCIS 420 ~ .........................................................3 credits
Information Systems Risk Management in Health Care
Retail Health Management Track:
RHM 410 ~ .........................................................3 credits
The Landscape of Health Care in Retail Health Clinics
RHM 420 ~ .........................................................3 credits
The Management of Retail Health Clinics
RHM 430 ~ .........................................................3 credits
Technology and Digital Health Care in Retail Health Clinics
RHM 440 ~ .........................................................3 credits
Regulatory and Compliance in the Retail Health Environment
RHM 450 ~ .........................................................3 credits
Retail Health Financial Strategies

Lifespan Management Track
LSM 404 ~ .........................................................3 credits
Introduction to Lifespan Management
LSM 412 ~ .........................................................3 credits
Management within the Lifespan Industry
LSM 417 ~ .........................................................3 credits
Regulations in Lifespan Management
LSM 423 ~ .........................................................3 credits
Financial Strategies for Lifespan Management
LSM 429 ~ .........................................................3 credits
Lifespan Management Capstone
The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA
- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for “Admitted with Condition” status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway B may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA
- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and / or upper division certificate. Listed below are all of the possible en-route credentials:
  - Long Term Care Certificate
  - Students may apply for conferral of an en-route credential upon meeting the following program requirements:
    - Successful completion of all the courses outlined in the enrollment agreement for the credential
    - Achievement of the minimum program GPA
    - Fulfillment of the minimum University residency requirement
  - Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.
Additional Admission Requirements for the BSHA
All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHA
- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSHA) - 51 credits
  - Upper Division Health Administration Electives - 15 credits
  - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA
A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
- Communication Arts, 6 credits
- Pathway A must include: 3 credits of College Composition
- Pathway B must include: 6 credits in college-level research and writing
- Mathematics, 6 credits
- Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher
- Science and Technology, 6 credits
- Must include: HCS 245
- Humanities, 6 credits
- Pathway B must include: 3 credits in critical thinking
- Must include: GEN 201
- Social Science, 6 credits
- Pathway B must include: 3 credits in economics
- Pathway B must include: 3 credits in psychology
- Additional Liberal Arts, 6 credits
- Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

MHA Pathway Policy for the BSHA
Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 ................................................................................. 3 credits
Systems Thinking in health care environments
MHA 507 ................................................................................. 3 credits
Leveraging informatics in the health sector
MHA 508 ................................................................................. 3 credits
Navigating the regulatory environment in health care
MHA 542 ................................................................................. 3 credits
Leading with authenticity in the health sector
MHA 560 ................................................................................. 3 credits
Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA
- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit. The 24 general education credits must consist of:
  - 6 credits in Communication Arts
  - 3 credits in Humanities
  - 6 credits in Social Science
  - 3 credits in Science/Technology
  - 3 credits in Physical/Biological Science
  - 3 credits in Liberal Arts

Minimum Grade Requirements for the BSHA
- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
  - HCS 499 Health Care Strategy Capstone
Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Additional Residency Requirements and Course Waivers for the BSHA

Students in this program may waive a maximum of 15 upper division credits from their required course of study. Students may also waive 12 lower division credits from the required course of study. The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master’s certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete...
and sign an Academic Progression Student Agreement Form. For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be administratively suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a “for-cause” 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN), accredited by the Commission on Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

This program is a post-licensure nursing program designed for nurses with current RN licensure who wish to obtain a bachelor’s of science degree in nursing. The program is designed to expand knowledge in the areas of nursing science evidence and theory in order to apply current evidence-based knowledge to increase quality of patient outcomes and health systems. The program targets relevant content to align with many industry standards, which permits graduates to be influential leaders within the nursing profession.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302 .................................................................................................................... 3 credits
Professional Contemporary Nursing Role and Practice
NSG 416 ~ .................................................................................................................... 3 credits
Theoretical Development and Conceptual Frameworks
HSN 376 ~ .................................................................................................................... 3 credits
Health Information Technology for Nursing
NSG 451 ~ .................................................................................................................... 3 credits
Professional Nursing Leadership Perspectives
NSG 456 ~ .................................................................................................................... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 426 ~ .................................................................................................................... 3 credits
Integrity in Practice: Ethic and Legal Considerations
HSN 476 ~ .................................................................................................................... 3 credits
Healthcare Policy and Financial Management
NSG 486 ~ .................................................................................................................... 3 credits
Public Health: Health Promotion and Disease Prevention
NSG 482 ~ .................................................................................................................... 3 credits
Promoting Healthy Communities
NSG 468 ~ .................................................................................................................... 3 credits
Influencing Quality within Healthcare
NSG 498 ~ .................................................................................................................... 3 credits
Senior Leadership Practicum

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

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands
  • Puerto Rico

• Completion of a nursing diploma; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.

• International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  • Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  • All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  • All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  • Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  • A signed Foreign Nursing Memorandum of Understanding
  • The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
  • Signed Criminal Background Check Disclosure
  • Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
  • Signed FERPA Release/Drug Test or Failure to Test Results
  • Signed Clinical Assurance Statement form

• Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed, regionally or nationally accredited Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

• RN-BSN Pathway Partnership Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Partnership Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Partnership Transfer Guide. Prior to enrolling into the BSN program applicants must:
  • Have a signed Concurrent Enrollment Memorandum of Understanding on file.
  • Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
  • Meet all other BSN admission requirements.

Degree Requirements for the BSN
• Completion of a minimum of 120 credits that include the following distribution:
  • General Education - 47 credits
  • Required Course of Study - 33 credits
  • Lower Division Nursing - 40 credits
  • A minimum of 33 upper division credits.
  • A maximum of 87 lower division credits
  • A minimum grade point average (GPA) of 2.0.

• University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

• The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN
• All students enrolling in the BSN program will take NSG 302 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 must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

• Satisfy University Proficiency Requirements

• A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN
• Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in all nursing and clinical courses. A “C-“ grade is not acceptable. Students who fail to receive a minimum grade of “C” in any of the following courses will be scholastically disqualified from the University: HSN 376, HSN 476, NSG 302, NSG 416, NSG 426, NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 498
• Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  • Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
• Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN
• Students must meet the established University residency requirement for degree conferment. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
• Students in this program cannot waive any courses in their required course of study.

General Education Requirements for the BSN
A minimum of 47 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
ENG/220, equivalent or higher
Mathematics, 6 credits
Must include 6 credits of statistics or higher.
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 11 credits
Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.
Physical Education activity credits are limited to four (4) credits.
Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN
Bachelor of Science in Nursing students who want to transition into the University’s Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF
• NSG 511
• NSG 512

Re-entry for the BSN
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
• Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• An appeal will be required for re-entry students to re-enroll in their program if:
  • The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  • The student’s program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  • The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
• Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.
Bachelor of Science in Nursing/LPN/LVN to BSN

The following Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states.

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

*The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/p-vn-bsn.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based holistic patient-centered care that reflects knowledge of the health-illness continuum.
- Implement appropriate health promotion and disease prevention strategies for diverse individuals, families and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Licensed Practical Nurse/Licensed Vocational Nurse to Bachelor of Science in Nursing is a pre-licensure program designed for licensed vocational/practical nurses in good standing who wish to pursue licensure as a registered nurse (RN) and earn a Bachelor of Science in Nursing. The program builds on the basic education, skills and experience of the practical nurse transitioning to the professional nursing role. Graduates are eligible to apply to sit for the National Council Licensure Examination for Registered Nurses upon completion of the program.

Required Course Sequence and Prerequisites for the P/VN/BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

- NSG 321 ................................................................. 2 credits
- Transition to Baccalaureate Nursing
- NSG 401 ................................................................. 2 credits
- Theory Application in Nursing Practice
- HSN 471 ................................................................. 2 credits
- Policy, Law and Ethical Considerations
- HSN 301 ................................................................. 3 credits
- Pharmacological Interventions I
- HSN 311 ................................................................. 3 credits
- Pharmacological Interventions II
- NSG 431 ................................................................. 3 credits
- Evidence-Based Practice and Informatics
- NSG 331 ................................................................. 4 credits
- Health Assessment
- NSG 341 ................................................................. 6 credits
- Care of the Medical-Surgical Patient
- APB 010 ................................................................. 0 credits
- Assessment Period Break
- NSG 347 ................................................................. 6 credits
- Care of the Medical-Surgical Patient II
- APB 020 ................................................................. 0 credits
- Assessment Period
- NSG 436 ................................................................. 4 credits
- Care of the Maternal-Child Patient
- APB 030 ................................................................. 0 credits
- Assessment Period
- NSG 441 ................................................................. 4 credits
- Care of the Pediatric Patient
- APB 040 ................................................................. 0 credits
- Assessment Period
- NSG 411 ................................................................. 4 credits
- Care of the Mental Health Patient
- APB 050 ................................................................. 0 credits
- Assessment Period
- NSG 447 ................................................................. 6 credits
- Care of the Complex Medical-Surgical Patient
- APB 060 ................................................................. 0 credits
- Assessment Period
- NSG 452 ................................................................. 4 credits
- Public and Global Health
- APB 070 ................................................................. 0 credits
- Assessment Period
NSG 421 ~ ................................................................. 4 credits
Care of the Family and Community
APB 080 ~ ................................................................. 0 credits
Assessment Period
NSG 471 ~ ................................................................. 4 credits
Nursing Leadership and Management
APB 090 ~ ................................................................. 0 credits
Assessment Period
NSG 481 ~ ................................................................. 2 credits
Influencing Nursing Practice
The University reserves the right to modify the required course of study.

General Information for the P/VN/BSN
The University has established a maximum number of applicants to be scheduled for each cohort in this program. All applicants who meet all admissions criteria for the program will be considered; however, additional criteria may be used by the University to determine participants for each cohort.

Additional Admission Requirements for the P/VN/BSN
All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Demonstrate a LPN/LVN post high school certificate or diploma from a regionally or nationally accredited college/university or equivalent or completion of a licensed practical/vocational nursing program.
- Applicants must provide a copy of the TEAS (Test of Essential Academic Skills) assessment, reflecting a proficient level of achievement for the overall score. Students who fail to achieve a proficiency level of achievement may complete the TEAS assessment a maximum of three times in one year and must wait a minimum of three months between each exam attempt.
- Acceptable assessment results will meet the following criteria:
  - A score of 58.7 overall
  - Assessment scores must have been earned within one year from current program enrollment agreement sign date.
- Applicants must have verification of a valid, unrestricted, unencumbered LPN/LVN license from the United States in all states in which the applicant holds an active LPN/LVN license. All active licenses must remain valid, unrestricted/unencumbered through the duration of the program.
- A signed LPN/LVN to BSN Candidacy and Progression Requirements form
- A signed Professional Non-Academic Requirement form
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Completed and verified negative criminal background check
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Candidacy Status for the P/VN/BSN
The College of Health Professions, School of Nursing has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- All Level 2 Candidate Status requirements must be completed and posted to the student's academic record prior to starting the required nursing coursework. Review for Level 2 Candidacy will be based on the following items:
  - 57 Applied Credits
  - Verification of a valid, unrestricted, unencumbered LPN/LVN license from the United States.
  - A minimum grade of "C" (2.0) for the 8 required credits of Anatomy and Physiology (BIO/290 & BIO/291, or equivalents) Students fulfilling these requirements with transfer credit must meet the following criteria:
    - Transfer coursework must have a minimum grade of "C" (2.0)
    - Transfer coursework must be completed within 5 years of admission date
  - Overall program GPA of 2.5.
  - Documentation of current medical information as outlined in the student program handbook.

Degree Completion Requirements for the P/VN/BSN
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 of the 120 credits must be in the general education areas approved by the University.
  - A minimum of 63 upper division credits.
  - A maximum of 57 lower division credits.
  - A minimum grade point average (GPA) of 2.5.
- All Students must complete the minimum number of credits required by their degree program.
- 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.
- Students must complete all clinical, lab and simulation hours required by their degree program and may not progress from one course to another prior to completing the required hours of the preceding course. Failure to complete all required clinical, lab or simulation hours of a program course will result in a failing course grade.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the P/VN/BSN
- Students enrolling in this program must complete GEN 201 as the first course.
- Students in this program are limited to a maximum of 2 repeated courses during candidacy level 1.
- Students in this program are limited to a maximum of two attempts to complete all nursing required course of study courses with a passing grade.
Students must hold a valid, unrestricted / unencumbered LPN/LVN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Students may be required to complete agency drug testing or fingerprint testing as required by the agency for clinical placement as described in the student handbook.

Students will be responsible for using an electronic documentation system for class requirements.

Required Course of Study builds on requisite skills and reinforces learning. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others. Specific courses may have additional prerequisites that need to be satisfied prior to enrollment. The chart entitled, Required Course Sequence and Prerequisite System, identifies additional course requirements. Due to a required course sequence, no concurrent enrollment will be allowed after starting candidacy level 2.

Satisfy University Proficiency Requirements

Minimum Grade Requirements for the P/VN/BSN

Students in this program will be placed on scholastic disqualification (SD) if a minimum grade of "C" (2.0) is not attained in all nursing required course of study classes. A "C-" grade is not acceptable.

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Students are allowed one attempt to repeat only one (1) nursing course in the required course of study. If a passing grade is not earned the student will be scholastically suspended (SS), permanently withdrawn, from this program. Students may only repeat one class which caused them to be placed on scholastic disqualification one time.

Residency Requirements and Course Waivers for the P/VN/BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 57 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.

Students in this program may waive a maximum of 6 credits from their required course of study. In order for a course waiver request to be reviewed by SAC a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past three (3) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be submitted with the SAC package.

The following courses in the Required Course of Study may not be waived: HSN 301, HSN 311, NSG 321, NSG 331, NSG 341, NSG 347, NSG 411, NSG 421, NSG 436, NSG 441, NSG 447, NSG 452, NSG 481

The assessment periods cannot be waived.

General Education Requirements for the P/VN/BSN

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts, 6 credits
  ENG 220 (University Academic Writing - 3 credits) or content equivalent
- Social Science, 9 credits
  COMM 110 (Introduction to Oral Communication - 3 credits) or content equivalent
- Humanities, 6 credits
  Must include 6 credits of statistics or higher
- Natural/Physical Sciences, 18 credits
  BIO 290, BIO 291 (Anatomy and Physiology - 8 credits)
- Mathematics, 6 credits
  SCI 220 (Human Nutrition - 3 credits)
  SCI 250 (Microbiology - 4 credits)
  HCS 436 (Pathophysiology - 3 credits)
- Interdisciplinary Component, 9 credits
  Approved content is PSY 280 (Human Growth & Development) or its content equivalent.
  Note: Students in this program are required to achieve a minimum grade of "C (2.0) in BIO/290 and BIO/291
- Professional Development Component, 3 credits
  Students must take 18 credits of Natural/Physical Sciences. Approved content is BIO 290, BIO 291, SCI 250, HCS 436 and SCI 220 or their content equivalent.
- Interdisciplinary Component, 9 credits
  Must include PHIL 251 or equivalent content (3 credits)
- Social Science, 9 credits
  Students must take (1) 3 credit course in general introduction to psychology. Approved content is PSY 103 or its content equivalent.
  Students must take (1) 3 credit course in societal, cultural relationships or teamwork. Approved content is SOC 262, SOC 110, or SOC 315 or their content equivalent.
- Physical Education activity credits are limited to four (4) credits.

In order to waive a course in the Liberal Arts categories, the course
must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better. To waive an Anatomy and Physiology course (BIO 290 and BIO 291), the transfer course must also contain a lab component.

NTP scores may be applied to all Liberal Arts categories with the exception of Anatomy and Physiology (BIO 290 and BIO 291) due to the minimum grade requirement placed on those courses.

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.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Re-entry for the P/VN/BSN

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course will be required to re-enter and follow the admission, degree requirements and program policies published in the catalog which is in effect at the time of re-entry.

• All students who have been out of attendance over one year who have not exceeded their program completion deadline who wish to remain in their current program version will be required to appeal to the Student Appeals Center to move forward with the re-entry process.

• Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

• Students out of attendance for one year or longer and who have never completed GEN 201 or an equivalent, will be expected to complete GEN 201 or equivalent upon return.
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The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to “impact student learning one educator at a time.” Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Admission Requirements for University of Phoenix

All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 350 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
  - A signed Enrollment/Disclosure Agreement.
  - Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) to be officially admitted (AM).
  - Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
  - A signed New Student Checklist may be required.
  - Completion of any state-specific required documents or forms.
  - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
  - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
Bachelor of Science in Education/Elementary Education

The following Bachelor of Science in Education/Elementary Education (BSEd-E) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-e.

State authorization to provide a program related to the preparation of teachers or other P-12 school personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student’s responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

- GEN 201 .................................................................3 credits Foundations for University Success

Orientation, 0 total credits

- EDU 300 ...............................................................0 credits Orientation to Teacher Education

History and Foundations of Education, 6 total credits

- EDU 301 ~ .............................................................3 credits Foundations of Education
- EDU 315 ~ .............................................................3 credits Legal & Ethical Issues in Education (pre-requisite applies to B Track only)

Educational Theories and Models, 6 total credits

- EDU 311 ~ .............................................................3 credits Models and Theories of Instruction
- EDU 321 .................................................................3 credits Classroom Management

Human Development, 3 total credits

- EDU 305 ~ .............................................................3 credits Child Development (pre-requisite applies to B Track only)

Assessment, 3 total credits

- EED 400 ...............................................................3 credits Assessment in Elementary Education

Reading, 9 total credits

- RDG 350 ...............................................................3 credits Children’s Literature
- RDG 420 ~ .............................................................3 credits Elementary Methods - Reading/Language Arts
- RDG 415 ~ .............................................................3 credits Diagnosis and Remediation of Reading Difficulties
Special Populations, 9 total credits
SEI 300 .................................................................................. 3 credits
Structured English Immersion
SEI 301 ................................................................. 3 credits
Advanced Structured English Immersion Methods
SPE 300 ................................................................. 3 credits
Orientation to the Exceptional Child

Elementary Methods, 15 total credits
EED 416 ~ ................................................................. 3 credits
Elementary Methods - Mathematics
EED 420 ~ ................................................................. 3 credits
Elementary Methods - Science
EED 425 ~ ................................................................. 3 credits
Elementary Methods - Health/PE
EED 430 ~ ................................................................. 3 credits
Elementary Methods - Social Studies
EED 435 ~ ................................................................. 3 credits
Elementary Methods - Fine Arts

Student Teaching and Field Experience, 9 total credits
EDU 390 ................................................................. 1 credit
Elementary Education Seminar
EED 498 ................................................................. 4 credits
Elementary Student Teaching, Seminar I
EED 499 ................................................................. 4 credits
Elementary Student Teaching, Seminar II

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

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who have not previously completed an associate degree or higher at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.
- Students who have completed an associate degree or higher at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:

- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
  - Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
  - High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
  - South Carolina: Applicants attending a local campus in South Carolina 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. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website. Students can also submit a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
  - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
  - Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.

- Verification of fingerprint clearance
- Georgia residents attending Online and Local Campus students with enrollment agreements signed 3/1/2015 or thereafter seeking a Georgia certificate:

Additional Candidacy Level II Requirements:
- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment-Program Entry Assessment (350)
  - Signed Pre-service certification application
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completed Background Check Form

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

Degree Completion Requirements for the BSED/E
- 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 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.5.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
- Complete course within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Completion of Field Experience Record (100 hours).
- All students must complete the minimum number of credits required by their degree program.
- Georgia residents attending Online and Local Campus students who complete field experience, student teaching, and apply for state certification 9/1/2015 or thereafter must complete:
  - Teacher Performance Assessment
  - GACE Educator Ethics Exit Exam (360)
- The diploma awarded for this program will read as: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E
Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy. Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Undergraduate students must satisfy math and English proficiencies as a condition of degree conferral and as a degree progression requirement prior to specific courses in their program.

Students have the following options to fulfill proficiency:
- Successful completion of University of Phoenix math and English courses designated as applicable to the proficiency requirement
- Comparable regionally or approved nationally accredited transfer, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
  - Grade of C- or better (or academic equivalent)
  - At least 2 semester credits
  - Eligible to receive general education credits
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam completed within ten years of enrollment.
- Demonstrate competency by meeting minimum passing score on University of Phoenix approved placement exam.

Students who satisfied the English and/or math proficiency and sign a new enrollment agreement may carry forward the completed proficiency in their new program/version provided they have remained in continuous attendance in alignment with the University's Re-Entry policy.

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
- Verification of Elementary Education (Subtest I, II, and III)
- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience

Students must complete all General Education requirements prior to completion of EDU 390.

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

Minimum Grade Requirements for the BSED/E
- A candidate must earn a grade of “B” or better in all student teaching courses in order to complete this program. Grades of “B-” are not accepted. Students who fail to receive a minimum grade of “B” in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: EDU 390, EED 496, EED 496, EED 499.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.
Residency Requirements and Course Waivers for the BSED/E

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix. Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

Upon the successful completion of the Child Development Associate (CDA) or the Florida Child Care Professional Credential (FCCPC) candidates transferring to UOPX may waive 12 credits using the following coursework in the BSEd/E program. The options for credit application are based upon specific GE requirements for each state.

- 3 credits in social studies
- 9 credits in additional liberal arts
- 12 credits in social studies
- 12 credits in any combination of social studies, additional liberal arts or electives

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 496, EED 498, EED 499, GEN 127, GEN 201, RDG 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 (SEI 300)
- Arizona Full SEI Endorsement (SEI 300 and SEI 301)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at http://www.ade.state.az.us/asp/lep/.

General Education Requirements for the BSED/E

A minimum of 54 of the 120 credits must be in the general education areas approved by the University. English/Language Arts Requirement(s) 12 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics Requirement(s) 12 credits

6 credits must include MTH 213 and MTH 214

Must include 6 credits of quantitative reasoning or higher

Physical/Biological Science Requirement(s) 6 credits

Social Studies Requirement(s) 9 credits

3 credits must include HIS 301 or HIS 110

3 credits must include ETH 120

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Pathway B must include: 3 credits in critical thinking

Additional Liberal Arts Requirement(s) 9 credits

Physical Education activity credits are limited to four (4) credits.

All undergraduate students are required to complete the minimum general education credits required by their program version. Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to 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, or a 2 semester credit Education Math course to satisfy 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. With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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 maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

**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 must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower), the student will receive a grade of “F” for the course, they will be Scholastically Disqualified and they must repeat the course.
- 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.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts.
  - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

**Student teachers that execute an unapproved self-termination of student teaching**

- Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

**Unapproved self-terminations of student teaching:**

- Students that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

- Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

**Candidates that do not successfully complete a successive attempt of the student teaching program experience**

- Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

**Out of State Student Teaching**

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates
must contact the Online Administrative Offices 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 online while completing their student teaching experience.
- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

**Re-entry for the BSED/E**

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Institutional Recommendation for the BSED/E**

Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR). Recommendation for state teaching credential, may vary by state. If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.

Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. 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.

**Arizona Teaching Intern Pathway for the BSED/E**

The student teaching intern certificate is optional and is not a requirement for participation in clinical practice (student teaching). The certificate entitles the teacher candidate to perform teaching duties under the supervision of a university faculty supervisor and is only valid in the school district or charter school requesting the certificate.

The requirements are:

- Verification of all program academic progression requirements
- Enrollment in the clinical practice course
- Completed coursework with a minimum GPA of 3.0
- Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the teacher candidate is pursuing
- A request for issuance of the student teaching intern certificate from the district superintendent or charter school superintendent and the EPP.

- University written supervision plan
  Placement decisions of student teaching intern certificate holders shall only be based on collaborative agreements between the Arizona Department of Education and the Local Education Agency. A student teaching intern certificate holder may not teach in a special education classroom unless the certificate holder has a bachelor’s degree.

**Bachelor of Science in Education/Early Childhood Education**

The following Bachelor of Science in Education/Early Childhood Education (BSED/ECH) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Education (BSED) with a specialization in Early Childhood Education is an undergraduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight/grade 3). The curriculum is aligned with the Interstate Teaching Assessment and Support Consortium’s (InTASC) model core teaching standards and the National Association for the Education of Young Children (NAEYC) standards. The curriculum includes common core standards, child development and learning, building family and community relations, cultural diversity, assessment to support young children and families, strong content knowledge to build developmentally appropriate and meaningful curriculum and experiences, and professionalism and ethics of educators. Throughout the program, students are required to complete verified field experiences and student teaching.

View state licensure requirements for this program:
http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsed-ech.

**Program Purpose**

The Bachelor of Science in Education/Early Childhood is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to work with children from pre-K through grade 3 or age 8 as a licensed early childhood educator. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student’s responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

**Program Student Learning Outcomes**

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the follow-
students will be able to apply professional ethics to their instructional practices in early childhood education.

Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse early childhood populations.

Students will be able to create innovative strategies and incorporate developmentally appropriate technology in an early childhood setting.

Program Category Requirements and Course Selections
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits
- GEN 201 (A Track) ................................................................................ 3 credits
- Foundations for University Success
- GEN 127 (B Track) ................................................................................ 3 credits
- University Studies for Success

Orientation, 0 total credits
- ECH 300 ~ ....................................................................................... 0 credits

Orientation to Early Childhood Education

History and Foundations of Education, 9 total credits
- ECH 301 ~ ....................................................................................... 3 credits
- Foundations of Early Childhood Education
- EDU 215 ~ ....................................................................................... 3 credits
- Ethics and Social Responsibility in Education
- ECH 418 ~ ....................................................................................... 3 credits
- Community and Family Engagement

Educational Theories and Models, 6 total credits
- ECH 211 ~ ....................................................................................... 3 credits
- Instructional Strategies for Early Childhood Education
- ECH 321 ~ ....................................................................................... 3 credits
- Developmentally Effective Learning Environments

Human Development, 3 total credits
- ECH 205 ~ ....................................................................................... 3 credits
- Early Childhood Growth and Development

Assessment, 3 total credits
- ECH 400 ~ ....................................................................................... 3 credits
- Assessment and Evaluation in Early Childhood

Reading, 6 total credits
- RDG 351 ~ ....................................................................................... 3 credits
- Early Childhood Literacy Development
- RDG 416 ~ ....................................................................................... 3 credits
- Methods of Teaching in Early Childhood Language and Literacy

Exceptionalities of the Young Child
- ECH 302 ~ ....................................................................................... 3 credits

Early Childhood Methods, 12 total credits
- ECH 416 ~ ....................................................................................... 3 credits
- Methods of Teaching in Early Childhood: Math
- ECH 420 ~ ....................................................................................... 3 credits
- Methods of Teaching in Early Childhood: Science
- ECH 430 ~ ....................................................................................... 3 credits
- Methods of Teaching in Early Childhood: Social Studies
- ECH 435 ~ ....................................................................................... 3 credits
- Methods of Teaching in Early Childhood: Arts & Music

Student Teaching and Field Experience, 9 total credits
- ECH 390 ~ ....................................................................................... 1 credit
- Early Childhood Student Teaching Seminar
- ECH 498 ~ ....................................................................................... 4 credits
- Early Childhood Student Teaching (Birth-Preschool)
- ECH 499 ~ ....................................................................................... 4 credits

Early Childhood Student Teaching Seminar

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

General Information for the BSSED/ECH
- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for “Admitted with Condition” status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

Applicants who have not previously completed an associate degree at a regionally or approved nationally accredited institution must complete a Pathway Diagnostic before enrolling into their first credit-bearing course. The results of the diagnostic will determine placement in Pathway A or Pathway B.

- Students who have completed an associate degree at a regionally or nationally accredited institution are not required to complete the Pathway Diagnostic and will be placed in Pathway A.

- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSSED/ECH
All applicants are expected to meet the following admissions requirements:
- Applicants to a program that requires the Pathway Diagnostic may demonstrate potential readiness to pursue undergraduate studies at the University by meeting one of the following requirements:
  - Completion of the Pathway Diagnostic demonstrating a level of proficiency as defined by the University. The results of the Pathway Diagnostic will determine the placement of the applicant in the appropriate degree pathway for their degree program.
• Completion of an approved University Developmental Pathway within 1 year from the date of application for applicants that do not demonstrate a level of proficiency as defined by the University on the Pathway Diagnostic.
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/ECH
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 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student’s file and uploaded to the student’s official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.
• Verification of fingerprint clearance

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

Degree Completion Requirements for the BSED/ECH
• Completion of a minimum of 120 credits that include the following distribution:
  • General Education - 57 credits
  • Required Course of Study - 60 credits
  • Electives - 3 credits
• A minimum of 48 upper division credits.
• A minimum grade point average (GPA) of 2.5.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required student teaching and/or alternative clinical practice.
• Meet state requirements as set forth by state of residency to receive state endorsement.
• Completion of Field Experience Record (100 hours).
• The diploma awarded for this program will read as: Bachelor of Science in Education Early Childhood Education
• Students who have graduated from any BS Early Childhood Education program leading to initial teacher certification are not eligible for admission to any MAED/TED programs.

Academic Progression Requirements for the BSED/ECH
• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
• Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
  • Passing scores on the designated state content knowledge exam.
  • Verification of immunization or TB test results (district specific)
  • Verification of the completion of 100 hours of field experience
• Students must complete all General Education requirements prior to completion of ECH 390.
• Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSED/ECH
• Candidates must earn a “B” or better in all student teaching courses in order to complete this program. Grades of “B-” are not accepted. Students who fail to receive a minimum grade of “B” in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: ECH 390, ECH 498, ECH 499, EED 496.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
  • If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the BSED/ECH
• Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
• Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.
• Upon the successful completion of the Child Development Associate (CDA), Florida Department of Education Early Childhood Professional Certificate (ECPC), or the Florida Child Care Professional Credential (FCCPC) candidates transferring to University of Phoenix may waive 21 credits using the following coursework in the BEd/ECCH program:
• 3 credits in social studies
• 9 credits in additional liberal arts
• ECH 301: Foundations of Early Childhood (3 credits)
• ECH 205: Growth and Development (3 credits)
• ECH 321: Developmentally Effective Learning Environments (3 credits)
• 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 (SEI 300)
  • Arizona Full SEI Endorsement (SEI 300 and SEI 301)
  • Arizona Bilingual Endorsement
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
• The following courses in the Required Course of Study may not be waived: ECH 211, ECH 300, ECH 302, ECH 321, ECH 390, ECH 416, ECH 498, ECH 499, RDG 416, EED 496

General Education Requirements for the BSED/ECH
A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

English/Language Arts Requirement(s) 12 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214
Must include 6 credits of quantitative reasoning or higher
Physical/Biological Science Requirement(s) 6 credits
Social Studies Requirement(s) 9 credits
3 credits must include ETH 120
3 credits must include HIS 301 or HIS 110
Fine Arts Requirement(s) 6 credits
Art, music, drama or dance
Humanities Requirement(s) 3 credits
Pathway B must include: 3 credits in critical thinking
Additional Liberal Arts Requirement(s) 9 credits
With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
• University of Phoenix coursework
• Activity that is acceptable in transfer to the University
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
All undergraduate students are required to complete the minimum general education credits required by their program version. Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to 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, or a 2 semester credit Education Math course to satisfy 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. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Field Experience for BSED/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 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 maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the BSED/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.

- Student teaching is the culminating experience of the Bachelor of Science in Early Childhood program. Students must complete prerequisites leading up to Student Teaching prior to beginning the student teaching experience.

- Candidates must earn a "B" or better in Early Childhood Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.

- Candidates must be enrolled in Early Childhood Student Teaching courses during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these courses.

- Student teaching can only be repeated one time.

- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.

- Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Student teachers that are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

- Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.

- Candidates must student teach in a self-contained early childhood setting. Candidates may not student teach in special education.

- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).

- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of State Student Teaching
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Early Childhood Seminar with a "B" or better.

- Candidates must enroll in the remaining Student Teaching courses online while completing their student teaching experience.

- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Re-entry for the BSED/ECH
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum and can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Institutional Recommendation for the BSED/ECH**

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and degree conferred. 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.

**Arizona Teaching Intern Certificate Program for the BSED/ECH**

The student teaching intern certificate is optional and is not a requirement for participation in clinical practice (student teaching). The certificate entitles the teacher candidate to perform teaching duties under the supervision of a university faculty supervisor and is only valid in the school district or charter school requesting the certificate.

The requirements are:
- Verification of all program academic progression requirements
- Enrollment in the clinical practice course
- Completed coursework with a minimum GPA of 3.0
- Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the teacher candidate is pursuing
- A request for issuance of the student teaching intern certificate from the district superintendent or charter school superintendent and the EPP.
- University written supervision plan

Placement decisions of student teaching intern certificate holders shall only be based on collaborative agreements between the Arizona Department of Education and the Local Education Agency. A student teaching intern certificate holder may not teach in a special education classroom unless the certificate holder has a bachelor’s degree.

**Bachelor of Science in Education/Educational Studies**

The following Bachelor of Science in Education/Educational Studies (BSED/ES) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Education/Educational Studies (BSED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Program Purpose**

The Bachelor of Science in Education/Educational Studies is an undergraduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

**BSED/ES Program Category Requirements and Course Selections**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Students must choose 3 courses from the following list:

- AET 500 .................................................................3 credits Foundations of Adult Learning Theory
- AET 508 .................................................................3 credits Community-Based Education
- AET 552 .................................................................3 credits Marketing Adult Education
- AET 560 .................................................................3 credits Social Media for Professional Learning
- AET 562 .................................................................3 credits Facilitating Change

The program is designed to provide students with information across a variety of education topics with an emphasis in the field of education.

**Additional Admission Requirements for the BSED/ES**

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have met all admission requirements from their University of Phoenix previous pre-licensure program.
- All versions of the following University of Phoenix previous pre-licensure programs eligible for admission to the BSED/ES:
  - BSEd/E
  - BSEd/E-MTH
  - BSEd/E-SOC
  - BSEd/E-SCI
  - BSEd/E-ELA
  - BSLS
• Applicants to this program must have completed all coursework from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.
• Students will be eligible for admission to the BSEd/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than nine and a half (9.5) years in the past. Applicants must be able to complete all requirements of the degree within 10 years of the Enrollment Agreement sign date of the previous pre-licensure program.
• Continuously enrolled students completing a program change from a pre-licensure program to the BSEd/ES program only need to submit an Enrollment Agreement and will not be required to complete a new admissions application.

**Degree Completion Requirements for the BSED/ES**

• Completion of a minimum of 121 credits.
• Completion of three (3) BSEd/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
• A minimum grade point average (GPA) of 2.5.
• BSEd/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University. In addition students will not be permitted to enter a new Bachelor or Master level pre-licensure program.
• The diploma awarded for this program will read as:
  Bachelor of Science in Education
  Educational Studies

**Residency Requirements and Course Waivers for the BSED/ES**

Students must meet the established University residency requirement for degree conferral. The University requires that all nine (9) elective credits must be completed at University of Phoenix in order to meet residency.

**Re-entry for the BSED/ES**

Students who have been out of attendance for more than one year must complete an Enrollment Agreement for the BSEd/ES program and will be eligible for re-entry into the program provided that they are able to complete all requirements of the degree within 10 years of the Enrollment Agreement sign date of the previous pre-licensure program.
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GRADUATE PROGRAMS

Admission Procedures

Application Process

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

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins a program of study will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee (if applicable) covers the student’s expense for requesting official transcripts.

General International Admissions Information

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

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

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

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

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

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

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

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary completion credentials and do not need to be validated unless required by the student’s state or jurisdiction.

Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies will be listed in the admission requirements section for each program. If documents are issued to University of Phoenix in a language other than English, the student will be required to obtain an official
translating and submitting it to University of Phoenix. Translations must be completed verified by an official translation service, a foreign language department of an accredited college or university, the country’s embassy/consulate or by the Office of Admission and Records at University of Phoenix if translation services are provided for that specific language.

The University is authorized under Federal law to enroll nonimmigrant students. University of Phoenix only issues Forms I-20/A-B to Border Commuters and approved doctoral learners during their residency in the United States. Form I-20/A-B is required by students who need to obtain F-1 (Student) visas to attend school in the United States. The University is only authorized to issue the I-20 for students attending specific campus locations and programs recorded with DHS.

Admission of international students will only be made as permitted by U.S. law. University of Phoenix will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the U.S. Office of Foreign Assets Control (“OFAC”) nor any individual that has been designated a Specially Designated National (“SDN”), Foreign Sanctions Evader (“FSE”), Blocked Person, Denied Person or other similar classification, as defined by U.S. Law. For purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant’s consent to allow the University to process the applicant’s personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military.

Admission Deadlines

The University cannot guarantee that a student who begins coursework will be admitted to his/her degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth University course. Students who are unable to be admitted by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix. No appeals will be accepted for students expelled from University of Phoenix. Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:

- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies
Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.

Have been granted asylum or refugee status.

Applicants who reside in Canada must meet one of the following requirements:
- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.

A signed Enrollment/Disclosure Agreement.

Completion of any state-specific required documents or forms.

Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.

Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

**Program Length**

The anticipated “normal time” to complete a master level program is specified on the Gainful Employment Program Disclosure for that program. Generally, the “normal time” is as follows:
- Education - 71 to 95 weeks
- Health Services Administration (single degree) - 87 to 102 weeks
- Health Services Administration (dual degree) - 117 to 147 weeks
- Nursing (single degree) - 92 to 100 weeks
- Nursing (MSN/FNP) - 165 weeks
- Nursing (dual degree) - 140 to 164 weeks
- Humanities & Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks
- Humanities & Sciences (Counseling) - 132 to 179 weeks
- Information Systems & Technology - 84 weeks
- Business - 84 to 102 weeks

The term “normal time” means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated “normal time” for a variety of reasons that are individual to the student.
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The study of Humanities and Sciences illuminates the world in which we live. Through study of the Humanities, students gain a greater understanding of the human experience on its highest cognitive, spiritual, and social levels. Students in the Humanities learn to think critically, express themselves effectively, understand the complexities of diverse cultural identities, appreciate the power of words, images and ideas, and interpret the human experience. Studying the sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop independent and critical thinking for problem solving that forms the basis of lifelong learning. The College of Humanities and Sciences offers a variety of courses in Biology, Communication, English, Environmental and Natural Sciences, History, Languages, Literature, Mathematics, Philosophy, Politics, Religion, and the Arts.

**Master of Science in Counseling**

MSC programs are designed to meet the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring the skills of counselors are expected to grow in both the public and private sectors throughout the 2000’s, students from a variety of settings and backgrounds should find the interpersonal, communication, and therapeutic skills offered in this program useful in advancing their careers.

The curriculum, course work, and clinical experiences are designed to produce outcomes in knowledge, critical thinking, affective development, and counseling skills. These outcomes, based on accepted counselor education standards, are also based on competencies required of the working counseling professional. Attention is given to the development of oral presentation skills, group process skills, research utilization, and exposure to and practice of a wide range of counseling approaches.

Program length is approximately two and one-half to three and one-half years. Additional time will be required for homework, learning team meetings, project activities, and clinical work. The program involves a variety of formats depending on the subject matter and the competencies to be developed. These formats include lecture, discussion, demonstration, field trips, exercises, role-play, seminar, self-directed learning, and supervised clinical experiences.

**Master of Science in Counseling Clinical Mental Health Counseling (Arizona)**

The following Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Clinical Mental Health Counseling provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/CCMH specialization provides a needed service to the community through collaboration with agencies and institutions by offering counselor education programs. Students are involved in a variety of educational and clinical activities that prepare them to help 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; research methods; and program development, implementation, and evaluation. The program addresses critical issues facing mental health counselors and offers supervised clinical experiences.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-humanities-and-sciences/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msc-ccmh.

**Program Student Learning Outcomes**

In addition to the knowledge and skills related to the University Learning Goals, College of Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
• Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.

• Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.

• Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.

• Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.

• Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

• Students will demonstrate effective communication in the classroom and workplace.

• Students will demonstrate knowledge, skill and professional dispositions necessary in the use of appropriate psychological tests and assessments, diagnostic processes and classifications (including the DSM and ICD), treatment planning in the context of clinical mental health counseling practice.

Program Purpose
In order to practice as a counselor in most states, the student must be licensed as an LPC (licensed professional counselor), MFT (marriage and family therapist), or other comparable state professional license designation. License requirements vary by state. It is the student’s responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice.

MSC/CCMH Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
CNSL 502 ............................................................................0 credits
GCCH 504 ............................................................................3 credits
Individual and Family Development Across the Life Span
GCCH 506 ............................................................................3 credits
Personality Theories and Counseling Models
GCCH 515 ............................................................................3 credits
Legal, Ethical, and Professional Issues in Counseling
GCCH 525 ............................................................................3 credits
Research Methods for Mental Health Counselors
GCCH 535 ............................................................................3 credits
Psychometrics
GCCH 520 ............................................................................3 credits
Biological Basis of Behavior/Physiological Issues
GCCH 544 ............................................................................3 credits
Introduction to Clinical Assessment
GCCH 548 ............................................................................3 credits
Psychopathology: Advanced Clinical Assessment
GCCH 551 ............................................................................3 credits
Individual Counseling
CNSL 556 ............................................................................0 credits
Portfio II
GCCH 510 ............................................................................3 credits
Multi-Cultural Issues in Mental Health Counseling
GCCH 568 ............................................................................3 credits
Group Counseling
GCCH 565 ............................................................................3 credits
Family, Couple, and Child Counseling
GCCH 561 ............................................................................3 credits
Dependency and Addictions
GCCH 540 ............................................................................3 credits
Career and Vocational Counseling
MFCC 566 ............................................................................3 credits
Advanced Marriage and Family Therapy
GCCH 578 ............................................................................3 credits
Seminar Clinical Mental Health
GCCH 581 ............................................................................3 credits
Supervision/Management in Clinical Mental Health Counseling
GCCH 592O ............................................................................0 credits
Orientation To Practicum in Clinical Mental Health Counseling
GCCH 592 ............................................................................3 credits
Practicum in Clinical Mental Health Counseling
GCCH 597A ............................................................................3 credits
Internship A
GCCH 597B ............................................................................3 credits
Internship B
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/CCMH
• An undergraduate degree from a regionally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
• A signed Criminal Conviction Disclosure Form.
• Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six months before reapplying. Passing Portfolio I is limited to a total of three attempts.
• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
• A signed Professional Counseling Non-Academic Requirement Addendum Form.

Academic Progression Requirements for the MSC/CCMH

The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: CCMH 592, CCMH 597A, CCMH 597B

The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 515, CCMH 544, CCMH 548, CCMH 551, CCMH 568, CCMH 578, CNSL 502, CNSL 556, MFCC 566

Completion of all courses with a grade of “B-” or better. Students must maintain an overall GPA of at least 3.0. MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Degree Requirements for the MSC/CCMH
• Completion of a minimum of 60 credits.
• A minimum program grade point average (GPA) of 3.0.
• Students are required to complete and to score at or above the minimum criterion for the Counselor Preparation Comprehensive Exam (CPCE) or another assessment/examination instrument as authorized by the Dean of the College. Successful completion of the capstone assessment is a degree completion and graduation requirement. Capstone examinations may not be scheduled before completion of core curriculum requirements. The University provides students with the opportunity to take the exam three times at no cost. Additional attempts to pass the exam are the student’s financial responsibility.
• This program requires a score at or above the minimum criterion on a capstone examination.

• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Counseling Clinical Mental Health Counseling

Residency Requirements and Course Waivers for the MSC/CCMH
• Students in this program may waive a maximum of 9 credits from their required course of study.
• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Because of the importance of Portfolio I, Portfolio II, Practicum and Internship courses, they may not be waived.
• The following courses may not be waived: CCMH 515, CCMH 520, CCMH 544, CCMH 548, CCMH 578, CCMH 581, CCMH 592, CCMH 592O, CCMH 597A, CCMH 597B, CNSL 502, CNSL 556, MFCC 566

Academic Standing and Minimum Grade Requirements for the MSC/CCMH
• Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
• MSC students will be placed on Scholastic Disqualification if a minimum grade of “B-” is not attained in any course. If a student repeats a course due to receiving a grade that is less than a “B-” and does not receive a grade of “B-” or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

Students in the College of Humanities and Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Re-entry for the MSC/CCMH
All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class.

If a student is required to retake CNSL 502 Portfolio I upon re-entry and does not pass the course, the student may reapply for the Counseling program in three (3) months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait six (6) months before reapplying. Passing Portfolio I is limited to a total of three attempts.

Students in the Master of Science in Counseling program who are required to retake CNSL 556 Portfolio II upon re-entry must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
SCHOOL OF BUSINESS

We prepare future leaders for business excellence. Consistent with the values, mission, and purpose of the University of Phoenix, the mission of the School of Business is to provide effective and accessible higher education that prepares its students to be ethical practitioners and leaders. Our goal is to make a difference in the lives of our students and their organizations. We achieve this by always acting with a sense of social responsibility and in a manner consistent with our core values.

In particular we:
- Define quality as standards-based, industry-aligned, career-relevant educational curriculum, linked to current and future business needs.
- Commit to excellence in teaching and to leveraging innovative teaching methodologies.
- Be relentless in driving institutional self-assessment and continuous quality improvement.

Through its integrated network of faculty, staff and business collaborators, the University of Phoenix, School of Business strives to become a preferred source for finding and developing emerging leaders for organizations.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests.

In addition to the University learning goals, the MBA program prepares students to do the following:
- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
- Students will create strategies for business growth based on the alignment of their personal values against the organization's values.
- Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
- Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
- Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  - Management
  - Human Capital Management
  - Business Law
  - Organizational Leadership
  - Economics
  - Accounting
  - Research & Statistics
  - Operations Management
  - Corporate Finance
  - Marketing
  - Strategic Planning & Implementation
MBA Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits
BUS 515..................................................................................3 credits
Seminar in Business Topics
Management and Leadership, 9 total credits
MGT 521 ................................................................................3 credits
Management
HRM 531 ~ ..............................................................................3 credits
Human Capital Management
LDR 531 ~ ..............................................................................3 credits
Organizational Leadership
Business Environment, 6 total credits
LAW 531 ~ ..............................................................................3 credits
Business Law
ECO 561 ~ ..............................................................................3 credits
Economics
Business Functional Areas, 9 total credits
ACC 561 ~ ..............................................................................3 credits
Accounting
FIN 571 ~ ..............................................................................3 credits
Corporate Finance
MKT 571 ~ ..............................................................................3 credits
Marketing
Business Technical Skills, 6 total credits
OPS 571 ~ ..............................................................................3 credits
Operations Management
QNT 561 ~ ..............................................................................3 credits
Applied Business Research & Statistics
Integrative Business Capstone, 3 total credits
STR 581 ~ ..............................................................................3 credits
Strategic Planning & Implementation
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 MBA
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university; or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA
The degree requirements for this program are the following:

- Completion of a minimum of 36 credits
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA

- MGT 521 must be the first course taken.
- Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA program to satisfy residency for MBA degree conferral.
- Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  - Successful completion of BUS/515, Seminar in Business Topics.
  - Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• The following courses may not be waived: MGT 521, STR 581
• The School of Advanced Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Re-entry for the MBA
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Business Administration (Certificate Track)

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of managerial competencies as well as graduate business standards as reflected by existing national standardized graduate business tests. In addition to the University learning goals, the MBA program prepares students to do the following:
• Recognize and solve problems systematically to make better business decisions.
• Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
• Leverage technology in a global environment to create sustainable competitive advantage.
• Evaluate risks and develop plans to lessen or eliminate their impact.
• Develop awareness of one's own personal values and how they affect business decision making.
• Assess whether an organization’s plans and actions are aligned to meet its values.
• Integrate knowledge and reach decisions with incomplete or limited information.
• Understand a broad range of theoretical and practical applications in business. The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum which covers the following areas of business: management, human capital management, business law, organizational leadership, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
• Students will apply key systematic and analytical decision-making skills to solve complex organizational problems.
• Students will create strategies for business growth based on the alignment of their personal values against the organization’s values.
• Students will apply key managerial skills to foster innovation and lead change in a dynamic business environment.
• Students will evaluate the implications of changing environmental factors on organizational choices within a global business environment.
• Students will apply key disciplinary skills as practitioners in business to critical business issues in the following domains of the MBA program:
  • Management
  • Human Capital Management
  • Business Law
  • Organizational Leadership
  • Economics
  • Accounting
  • Research & Statistics
  • Operations Management
  • Corporate Finance
  • Marketing
  • Strategic Planning & Implementation

MBA Program Category Requirements
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Seminar in Business Topics, 3 total credits
BUS 515 .......................................................... 3 credits
Seminar in Business Topics
Management and Leadership, 9 total credits
MGT 521 .......................................................... 3 credits
Management
HRM 531 ~ ....................................................... 3 credits
Human Capital Management
LDR 531 ~ .................................................................3 credits
Organizational Leadership

**Business Environment, 6 total credits**
LAW 531 ~ .............................................................3 credits
Business Law
ECO 561 ~ .............................................................3 credits
Economics

**Business Functional Areas, 9 total credits**
ACC 561 ~ .............................................................3 credits
Accounting
FIN 571 ~ ............................................................3 credits
Corporate Finance
MKT 571 ~ ............................................................3 credits
Marketing

**Business Technical Skills, 6 total credits**
OPS 571 ~ ............................................................3 credits
Operations Management
QNT 561 ~ ...........................................................3 credits
Applied Business Research & Statistics

**Integrative Business Capstone, 3 total credits**
STR 581 ~ ............................................................3 credits
Strategic Planning & Implementation

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.

**Accounting Concentration**

Students in the Master of Business Administration Concentration in Accounting (Certificate Track) will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The program is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/mba-acc](http://www.phoenix.edu/programs/mba-acc).

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study. Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC/541-Accounting Theory & Research).

**Foundational Coursework:**
ACC 541 ~ .............................................................3 credits
Accounting Theory & Research

**Graduate Accounting Electives (Select 3):**
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
ETH 557 ~ ............................................................3 credits
Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s Accounting Concentration.

**Human Resource Management Concentration**

The Master of Business Administration Concentration in Human Resource Management (Certificate Track) program 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/mba-hrmc](http://www.phoenix.edu/programs/mba-hrmc).

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework (3 of which must include HRM/595-Human Resource Capstone Course).
Graduate Human Resource Management Electives (Select 3):
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

Foundational Coursework:
HRM 595 ~ ............................................................................... 3 credits
Human Resource Capstone Course

Marketing Concentration
Students in the Master of Business Administration Concentration in Marketing (Certificate Track) will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The program is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-mktc.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pmc.

Graduate Marketing Electives (Select 3):
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

Foundational Coursework:
MKT 593 ~ ............................................................................... 3 credits
Product Design and Development

Project Management Concentration
Students in the Master of Business Administration Concentration in Project Management (Certificate Track) will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project© software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination. The program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pmc.

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management.

Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

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

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

General Information for the MBA
- The Certificate Track graduate program is designed to be an option for students to earn a certificate en-route to earning the graduate degree.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the MBA
All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No prior work experience is required for this program.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA
The degree requirements for this program are the following:
- Completion of a minimum of 48-51 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Students may earn a certificate in the same area of focus as the concentration en-route to completing the graduate degree. Students may apply for certificate conferral meeting the following program requirements:
• Successful completion of all courses outlined in the enrollment agreement for the certificate.
• Achievement of the minimum program GPA.
• Fulfillment of the minimum University residency requirement.

Master Degree Program and Concentration

| Master of Business Administration Concentration in Accounting | Graduate Accounting Certificate (CERT/G-ACC) |
| Master of Business Administration Concentration in Human Resource Management | Graduate Human Resource Management Certificate (CERT/G-HRM) |
| Master of Business Administration Concentration in Marketing | Graduate Marketing Certificate (CERT/G-MKT) |
| Master of Business Administration Concentration in Project Management | Graduate Project Management (G-PM) |

• Students can only earn one certificate en-route to completing the graduate program.
• Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA
• The Program Requirement in Management must be completed first.
• Following MGT 521, students must complete the Seminar in Business Topics (BUS 515) requirement before proceeding into any additional coursework for the program.
• Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA
• The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
• Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 023 program to satisfy residency for MBA degree conferral.
• Eligible students may satisfy Seminar in Business Topics (BUS 515) requirement using the below methods:
  • Successful completion of BUS/515, Seminar in Business Topics.
  • Undergraduate degree or higher in Business, Management, Accounting completed within 10 years from current program enrollment agreement sign date.
• In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• The following courses may not be waived: ACC 541, HRM 595, MGT 521, MKT 593, PM 598, STR 581
• The School of Advanced Studies offers a pathway opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program.

Re-entry for the MBA
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
Master of Management

The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful leadership and entrepreneurship practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive leadership, entrepreneurship and management industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate the implications of change and its impact on diverse stakeholders within the organization.
- Students will apply key skills to synthesize human and material resources within a dynamic organization.
- Students will apply key skills to function as change leaders to advance organizational goals.
- Students will apply appropriate leadership theories, models, and tools for solving complex organizational problems.

Program Category Requirements Preferred Sequence and Prerequisites for the MM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 9 total credits

- BUS 511 ............................................................... 3 credits
- Managing the Business Environment
- BUS 502 ............................................................... 3 credits
- The External Factors that Impact Business
- BUS 503 ............................................................... 3 credits
- Accounting and Financial Decision Making
- Entrepreneurial Leadership, 3 total credits
- ENT 527 ~ ............................................................ 3 credits
- Opportunity Assessment and Innovation

Communications, 3 total credits

- COM 539 ~ ............................................................ 3 credits
- Communications: Selling and Customer Engagement

Leadership, 3 total credits

- LDR 535 ............................................................. 3 credits
- Leading Change

Strategic Marketing, 3 total credits

- MKT 575 ~ ............................................................ 3 credits
- Marketing Strategy

Research, 3 total credits

- DAT 565 ~ ............................................................ 3 credits
- Data Analysis and Business Analytics

Business Law, 3 total credits

- LAW 531 ~ ............................................................ 3 credits
- Business Law

Technology, 3 total credits

- ENT 586 ~ ............................................................ 3 credits
- Informational Technology for Entrepreneurs and Leaders

Budgetary Finance, 3 total credits

- FIN 575 ~ ............................................................ 3 credits
- Project Budget and Finance

Management, 3 total credits

- MGT 521 ............................................................. 3 credits
- Management

Entrepreneurial Project, 3 total credits

- ENT 588 ~ ............................................................ 3 credits
- Innovation and Design: Capstone Project

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

Additional Admission Requirements for the MM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- No work experience is required for this program.

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM

- Completion of a minimum of 39 credits.

- A minimum grade point average (GPA) of 3.0.

- The diploma awarded for this program will read as: Master of Management

Academic Progression for the MM

- Students must complete the following three Master of Management (MM) foundational courses before proceeding into any additional coursework for the program: BUS 502, BUS 503, BUS 511
Residency Requirements and Course Waivers for the MM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students may satisfy the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:

• Successful completion of the three foundational courses (BUS 511, BUS 502, and BUS 503) or equivalents.
• Undergraduate degree in Business, Management or Accounting completed within 10 years from current program enrollment agreement sign date.
• Graduate degree in Business.
• At least 30 credits in undergraduate, graduate and/or doctoral level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Only the three foundational courses can be waived, no other required course of study courses can be waived.

Re-entry for the MM
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Science in Accountancy
The following Master of Science in Accountancy (MSA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Accountancy (MSA) provides the breadth of knowledge for the professional accountant. Students master the theory and principles that frame a wide range of problems and issues encountered in the accounting profession. This program is designed for accountants and non-accountants who are preparing for a professional certification in accounting such as the uniform Certified Public Accountant (CPA) exam. This degree will allow students to seek positions in such career areas as accounting, auditing, and budgeting. The MSA core curriculum 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). This program addresses the goals of the American Institute of Certified Public Accountants (AICPA) for the professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills (The American Institute of Certified Public Accountants, 2015). In addition, this program utilizes CPA Exam Prep software, which is integrated throughout the core program.

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

• Students will differentiate key accounting principles in the organization, process, and interpretation of data to make informed decisions.
• Students will synthesize pertinent information free from distortions, personal bias, and conflicts of interest to support ethical, legal, and professional standards.
• Students will evaluate decision-making options necessary to form appropriate conclusions to advance organizational goals.
• Students will apply key accounting concepts to solve critical business issues in the following domains of the MSA program:
  • Auditing and attestation
  • Financial accounting and reporting
  • Professional responsibilities and business law
  • Federal taxation
  • Business environment and concepts

MSA Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 530 ...............................................................3 credits
Communications for Accountants
BUS 511 ~ ...............................................................3 credits
Managing the Business Environment
BUS 502 ~ ...............................................................3 credits
The External Factors that Impact Business
No work experience is required for this program.

Additional Admission Requirements for the MSA

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Academic Progression Requirements for the MSA

A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MSA

The degree requirements for this program are the following:
- A minimum of 45 graduate credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Science in Accountancy

Residency Requirements and Course Waivers for the MSA

The University requires completion of a minimum of 21 graduate level credits at the University to meet residency requirements. Students may satisfy the three foundational courses (BUS 511, BUS 502, and BUS 503) using one of the following methods:
- Successful completion of the three foundational courses (BUS 511, BUS 502, and BUS 503) or equivalents.
- Undergraduate degree in Business or Accounting completed within 10 years from current program enrollment agreement sign date.
- Graduate degree in Business.
- At least 30 credits in undergraduate and/or graduate level business or accounting-related coursework completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university within ten years from current program enrollment agreement sign date.

Eligible students may satisfy COM 530 and ACC 537 using one of the following methods:
- 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, college or university.
  - The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date

A Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the courses requested to be satisfied as some coursework and the courses requested to be satisfied as some coursework or three semester credits of graduate coursework in financial accounting that meets the following requirements will satisfy ACC 537:

En-Route Credentials for the MSA

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route credentials:

- Graduate CPA Bridge Certificate
- Accounting and Financial Decision Making
- Internal Control Systems
- Financial Accounting
- ACC 537 ~ ................................................................. 3 credits
- Accounting Theory & Research
- ACC 542 ~ ................................................................. 3 credits
- Accounting Information Systems
- ACC 543 ~ ................................................................. 3 credits
- Managerial Accounting & Legal Aspects of Business
- ACC 544 ~ ................................................................. 3 credits
- Internal Control Systems
- ACC 545 ~ ................................................................. 3 credits
- Financial Reporting
- ACC 546 ~ ................................................................. 3 credits
- Auditing
- ACC 547 ~ ................................................................. 3 credits
- Taxation
- ACC 548 ~ ................................................................. 3 credits
- Not-for-Profit & Government Accounting
- ACC 556 ~ ................................................................. 3 credits
- Forensic Accounting
- ACC 557 ~ ................................................................. 3 credits
- Accounting Ethics
- The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.

The University offers the following method:

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

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The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,

- The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date
- A Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the courses requested to be satisfied as some students may wish to complete one or more of the courses to improve their ability to succeed in the MSA Program.

In addition to waiving the foundational courses and COM 530 and ACC 537 using one of the approved methods, students may also waive a maximum of nine (9) credits in the MSA Core on the basis of prior graduate-level college coursework.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

**Re-entry for the MSA**

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology prepares students for professional and management-related career opportunities in multiple different IT pathways and provides the knowledge students need to successfully apply information systems theory and principles that address real world business opportunities and challenges that meet the needs of today’s information economy. Students will be prepared to work in core technologies such as systems integration, web systems, network architecture, database design, information security, programming and other IT principles. Our mission is to provide industry-relevant education through innovative learning pathways, which will prepare learners for career success. The College of Information Systems and Technology delivers real-time, IT education solutions that are experiential, relevant and applicable to solving IT challenges anywhere, any place, and at any time. The curriculum in the College of Information Systems and Technology is delivered by experts who relate both theory and practice in this evolving, fast paced industry. Each degree and certificate program is aligned to one or more of just under 50 industry certifications so students are provided the relevant, hands-on learning they need to be successful in this industry. The College of Information Systems and Technology is continuously updating curriculum, staying relevant in the industry and evolving with the always changing world of technology, all of which is accomplished through dedication, creativity and teamwork of the college faculty and staff. The College of Information Systems and Technology is an innovative, education leader in the IT industry and proud to partner with Fortune 1000 companies and other entities and creators of emerging IT standards nationwide.

Master of Information Systems

The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today’s information economy. Under the guidance of practitioner faculty, the graduate student is exposed to key information systems technologies and real world use cases to understand the development and management of business systems within and across organizations. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mis.

En-Route Credentials for the MIS

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route credentials:

- Graduate Business Analytics Certificate
- Graduate Cyber Security Certificate

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and plan for the development of an information system to address the needs of an organization.
- Students will be able to create the plans required for key roles, resources, operational metrics and risk responses needed to implement and maintain information systems within an organization.
- Students will be able to develop methods and tools for communication to facilitate the satisfactory completion of processes required to manage IT resources.
- Students will be able to construct a plan to verify that the regulations, compliance and security issues within an organization are addressed.
- Students will be able to explain and develop an effective IT project plan meeting professional standards.

MIS Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Systems Technology, 12 total credits

- CMGT 554 ~ ............................................................................ 3 credits
- IT Infrastructure
- CMGT 555 ~ ............................................................................ 3 credits
- Systems Analysis and Development
- CMGT 556 ~ ............................................................................ 3 credits
- Enterprise Models
- CMGT 557 ~ ............................................................................ 3 credits
- Emerging Technologies & Issues
- CMGT 575 ~ ............................................................................ 3 credits
- CIS Project Management
- CMGT 578 ~ ............................................................................ 3 credits
- CIS Strategic Planning
- CMGT 582 ~ ............................................................................ 3 credits
- Security & Ethics
- CMGT 583 ~ ............................................................................ 3 credits
- IS Integration

Graduate Electives, 18 total credits

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

En-Route Credentials for the MIS

Students may declare and earn an additional credential that is approved in their state or jurisdiction en-route to completing the graduate degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include a graduate certificate. Listed below are all of the possible en-route credentials:

- Graduate Business Analytics Certificate
- Graduate Cyber Security Certificate
Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

**Admission Requirements for the MIS**

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

**Degree Requirements for the MIS**

- Completion of a minimum of 42 credits that include the following distribution:
  - Required Course of Study - 24 credits
  - Graduate Electives - 18 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Information Systems

**Residency Requirements and Course Waivers for the MIS**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 24 credits in the program, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study. In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The 18 credit Graduate Electives requirement may be satisfied by any of the following means:

- Any pre-determined 3-credit Graduate UOPX courses.
- Any previously completed Graduate coursework from UOPX.
- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
- Graduate Certificate approved in the student’s state or jurisdiction.

Students earning a certificate en-route to completing the graduate degree may waive a maximum of 6 credits within the certificate program in addition to the 9 credits that can be waived in the MIS required course of study by meeting the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

**Re-entry for the MIS**

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
Program Student Learning Outcomes

Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.

Learners will develop a leadership identity that reflects traits required in complex healthcare environments.

Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.

Learners will will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.

School of Health Services Administration

As the healthcare industry expands and evolves at a rapid rate, jobs in health administration business functions are expected to increase by 23 percent between 2012 and 2022. Whether you are already working in the field and looking to deepen your knowledge and advance in your professional career, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® School of Health Services Administration will equip you with the leading-edge training you need to succeed in today’s dynamic health care environment and to effectively tackle all of tomorrow’s challenges.

Master of Health Administration

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program’s curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/chp.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

• Learners will evaluate industry and organizational dynamics in the healthcare environment.

• Learners will develop a leadership identity that reflects traits required in complex healthcare environments.

• Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.

• Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.

**MHA Program Category Requirements Preferred Sequence and Prerequisites**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

**Organizational Dynamics in Health Care Systems, 12 total credits**

- MHA 505 ................................................................. 3 credits
- Systems Thinking in Health Care Environments
- MHA 506 ~ ............................................................... 3 credits
- Ethical Marketing: The New Health Care Economics
- MHA 507 ~ ............................................................... 3 credits
- Leveraging Informatics in The Health Sector
- MHA 508 ~ ............................................................... 3 credits
- Navigating The Regulatory Environment In Health Care

**Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits**

- MHA 515 ~ ............................................................... 3 credits
- Scanning The Health Sector as an Industry Expert
- MHA 516 ~ ............................................................... 3 credits
- Operating in Structure: Health Sector Policy and Governance

**Strategic Relationships, 3 total credits**

- MHA 520 ~ ............................................................... 3 credits
- Sector Stakeholders: Identifying and Cultivating Allies

**Adaptive Leadership, 6 total credits**

- MHA 542 ~ ............................................................... 3 credits
- Leading With Authenticity In The Health Sector
- MHA 543 ~ ............................................................... 3 credits
- Tackling The Talent War In The Health Sector

**Personal Legacy and Investment in the Future of Health Care, 3 total credits**

- MHA 560 ~ ............................................................... 3 credits
- Creating A Sustainable Legacy: Healthy Communities
Transformation and Execution, 6 total credits
MHA 598 ~ .................................................................3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~ .................................................................3 credits

Capstone: Leading the Organization Through Change
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA
All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA
- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as: Master of Health Administration

Residency Requirements and Course Waivers for the MHA
Students in this program may waive a maximum of 9 credits from their required course of study.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599
Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.
- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA
- Students in this program are required to achieve a minimum grade of “C” (2.0) in courses listed below. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University: MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
Master of Health Administration Concentration in Education

The following Master of Health Administration Concentration in Education (MHA/ED) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, “health” is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically-rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Health Professions Education is designed for health care professionals who are interested in pursuing or advancing a career in an academic institution and/or corporate setting in the health sector. Learners are provided with a foundation in educational theory and practice. Students may choose to focus on traditional faculty accountabilities and/or corporate training responsibilities within health care organizations for design and dissemination of curricula. Topics include adult learning theory, curriculum development, assessment and evaluation, and best practice in instruction in diverse settings.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-ed.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will critique teaching and learning strategies related to andragogy and those strategies’ applicability in health care organizations and academic settings.
- Learners will evaluate the effectiveness of different types of curricular offerings across diverse health care organizations and educational settings.
- Learners will create a curricular framework that includes the specifics of program mission and objectives, course content, and assessment mechanisms.

MHA/ED Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 ................................................................. 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ ........................................................................ 3 credits
Ethical Marketing: The New Health Care Economics
MHA 507 ~ ................................................................. 3 credits
Leveraging Informatics in The Health Sector
MHA 508 ~ ................................................................. 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ................................................................. 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ ................................................................. 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ ................................................................. 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ ................................................................. 3 credits
Leading With Authenticity In The Health Sector
MHA 543 ~ ................................................................. 3 credits
Tackling The Talent War In The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ ................................................................. 3 credits
Creating A Sustainable Legacy: Healthy Communities

Education Concentration, 9 total credits

HPE 540 ~ ................................................................. 3 credits
Teaching and Learning in Health Professions Education
HPE 544 ~ ................................................................. 3 credits
Curriculum Development in Health Professions Contexts
HPE 549 ~ ................................................................. 3 credits
Evaluation and Assessment Methodologies
Transformation and Execution, 6 total credits
MHA 598 ~ ................................................................. 3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~ ................................................................. 3 credits
Capstone: Leading the Organization Through Change
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/ED
All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/ED
- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as: Master of Health Administration

Residency Requirements and Course Waivers for the MHA/ED
Students in this program may waive a maximum of 9 credits from their required course of study. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599
Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.
- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/ED
- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-") grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: HPE 540, HPE 544, HPE 549, MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/ED
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements will be Scholastically Suspended and will not be able to continue in the MHA program.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
Master of Health Administration Concentration in Gerontology

The following Master of Health Administration Concentration in Gerontology (MHA/GER) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, “health” is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically-rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Gerontology for Health Administrators addresses the diverse needs of aging populations, focusing on the existing systems and emerging policy and social initiatives that inform the care continuum for these individuals now and in the future. Content includes exploration and critique of the environments and facilities that provide resources to aging populations, an entrepreneurial perspective on how to shape the industry in a way that is aging-centric, and strategies for improving health outcomes for these populations with an acute awareness of the complexity of existing cultural, economic, and legal factors.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-ger.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.

- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will distinguish concepts foundational to gerontology that support the diverse health needs of older adults across the care continuum.
- Learners will appraise, from an administrative perspective, the resources available to older adults to determine these resources’ efficacy in supporting the aging process.
- Learners will assess diverse gerontology-focused organizations to identify entrepreneurial/intrapreneurial opportunities to improve health outcomes of older adults.

**MHA/GER Program Category Requirements Preferred Sequence and Prerequisites**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

**Organizational Dynamics in Health Care Systems, 12 total credits**

- MHA 505 ................................................................................. 3 credits
- Systems Thinking in Health Care Environments
- MHA 506 ~ .............................................................................. 3 credits
- Ethical Marketing: The New Health Care Economics
- MHA 507 ~ .............................................................................. 3 credits
- Leveraging Informatics in The Health Sector
- MHA 508 ~ .............................................................................. 3 credits

**Navigating The Regulatory Environment In Health Care**

**Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits**

- MHA 515 ~ .............................................................................. 3 credits
- Scanning The Health Sector as an Industry Expert
- MHA 516 ~ .............................................................................. 3 credits
- Operating in Structure: Health Sector Policy and Governance

**Strategic Relationships, 3 total credits**

- MHA 520 ~ .............................................................................. 3 credits
- Sector Stakeholders: Identifying and Cultivating Alliances

**Adaptive Leadership, 6 total credits**

- MHA 542 ~ .............................................................................. 3 credits
- Leading With Authenticity in The Health Sector
- MHA 543 ~ .............................................................................. 3 credits
- Tackling The Talent War in The Health Sector

**Personal Legacy and Investment in the Future of Health Care, 3 total credits**

- MHA 560 ~ .............................................................................. 3 credits
- Creating A Sustainable Legacy: Healthy Communities

**Gerontology Concentration, 9 total credits**

- GHA 548 ~ .............................................................................. 3 credits
- Foundations of Gerontology for Health Administrators
- GHA 551 ~ .............................................................................. 3 credits
- Biological and Psychological Aspects of Aging
- GHA 557 ~ .............................................................................. 3 credits
- Social and Cultural Aspects of Aging
Transformation and Execution, 6 total credits
MHA 598 ~...............................................................................3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~...............................................................................3 credits
Capstone: Leading the Organization Through Change
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/GER
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/GER
• Completion of a minimum of 45 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as: Master of Health Administration

Residency Requirements and Course Waivers for the MHA/GER
Students in this program may waive a maximum of 9 credits from their required course of study. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599
Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.
• CERT/G-HCP - MHA 508
• CERT/G-HCS - MHA 560
• CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/GER
• Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: GHA 548, GHA 551, GHA 557, MHA 542, MHA 599
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/GER
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.
Master of Health Administration Concentration in Informatics

The following Master of Health Administration Concentration in Informatics (MHA/INF) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, “health” is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically-rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Health Care Informatics presents informatics as the strategic acquisition, interpretation and utilization of data to lead organizations in the health sector. The focus of the program is on informatics as an evolving and interdisciplinary field related to the sourcing, compiling and synthesis of data across the health sector. Topics include staffing to meet an organization’s informatics needs, assessing the interoperability of systems, effectively sourcing data from repositories within and outside the organization, and presenting data in health organization contexts. Also presented are emerging best practices administrators need to successfully address quality, safety, and cost of care, and lead data-driven initiatives that place the patient/consumer at the center of care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-inf.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program:

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will analyze informatics in health administration contexts to inform strategic data sourcing and decision-making.
- Learners will distinguish the ways in which data are utilized across diverse health information systems.
- Learners will critique health information system implementation and interaction across the health sector.

MHA/INF Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 9 total credits

MHA 505 ~ ............................................................... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ ............................................................... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 508 ~ ............................................................... 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ ............................................................... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ ............................................................... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ ............................................................... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ ............................................................... 3 credits
Leading With Authenticity In The Health Sector
MHA 543 ~ ............................................................... 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ ............................................................... 3 credits
Creating A Sustainable Legacy: Healthy Communities

Informatics Concentration, 9 total credits

HINF 500 ~ ............................................................... 3 credits
Informatics for Health Administration
HINF 520 ~ ............................................................... 3 credits
Data Management and Design in Health Administration
HINF 510 ~ ............................................................... 3 credits
The Systems Life Cycle
Transformation and Execution, 6 total credits
MHA 598 ~ .................................................................................3 credits
Leveraging Results To Build Brand In The Health Sector
MHA 599 ~ .................................................................................3 credits
Capstone: Leading the Organization Through Change
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/INF
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. - JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/INF
• Completion of a minimum of 42 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma.
• The diploma awarded for this program will read as: Master of Health Administration

Residency Requirements and Course Waivers for the MHA/INF
Students in this program may waive a maximum of 9 credits from their required course of study. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: MHA 599
Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.
• CERT/G-HCP - MHA 508
• CERT/G-HCS - MHA 560
• CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/INF
• Students in this program are required to achieve a minimum grade of “C” (2.0) in courses listed below. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University: HINF 500, HINF 520, HINF 510, MHA 542, MHA 599
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/INF
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
Master of Health Administration Concentration in Sustainability Management

The following Master of Health Administration Concentration in Sustainability Management (MHA/SUS) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, “health” is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically-rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Sustainability Management for Health Care prepares learners to lead at the intersection of the environmental, social and economic domains of the health sector. The program is designed to help leaders and aspiring leaders cultivate environmental, economic, and social sensitivities to address the footprint of the health care industry. Content includes strategies to successfully navigate resource and supply chain use in health care contexts, engagement with the community regarding the health and well-being of current and future generations, as well as the implications of sustainability initiatives and the “triple bottom line” in the health sector.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-sus.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will evaluate industry and organizational dynamics in the healthcare environment.
- Learners will generate core business strategies based on innovative concepts developed.
- Learners will construct strategic health care relationships with diverse stakeholders to achieve business objectives.
- Learners will develop a leadership identity that reflects traits required in complex healthcare environments.
- Learners will produce a personal legacy that fosters investment in people and the community to drive the future of healthcare.
- Learners will create an operational improvement plan that addresses transformation, communication, and execution elements within the health sector.
- Learners will evaluate the intersection of environment, community, and economy that serves as a foundation for managing sustainability in health care.
- Learners will evaluate, from a health administration perspective, regulatory mechanisms and agencies that influence or monitor sustainability in health sector contexts.
- Learners will evaluate data and outcomes to create effective strategies for leading sustainability efforts in diverse health care organizations.

MHA/SUS Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 505</td>
<td>Systems Thinking in Health Care Environments</td>
<td>3</td>
</tr>
<tr>
<td>MHA 506 ~</td>
<td>Ethical Marketing: The New Health Care Economics</td>
<td>3</td>
</tr>
<tr>
<td>MHA 507 ~</td>
<td>Leveraging Informatics in The Health Sector</td>
<td>3</td>
</tr>
<tr>
<td>MHA 508 ~</td>
<td>Navigating The Regulatory Environment In Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 515 ~</td>
<td>Scanning The Health Sector as an Industry Expert</td>
<td>3</td>
</tr>
<tr>
<td>MHA 516 ~</td>
<td>Operating in Structure: Health Sector Policy and Governance</td>
<td>3</td>
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</tbody>
</table>

Strategic Relationships, 3 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MHA 520 ~</td>
<td>Sector Stakeholders: Identifying and Cultivating Alliances</td>
<td>3</td>
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</tbody>
</table>

Adaptive Leadership, 6 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MHA 542 ~</td>
<td>Leading With Authenticity in The Health Sector</td>
<td>3</td>
</tr>
<tr>
<td>MHA 543 ~</td>
<td>Tackling The Talent War in The Health Sector</td>
<td>3</td>
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</tbody>
</table>

Sustainability Concentration, 9 total credits

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SMH 591 ~</td>
<td>Creating a Sustainable Health Care Organization</td>
<td>3</td>
</tr>
<tr>
<td>SMH 593 ~</td>
<td>The Economics of Health Care Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SMH 596 ~</td>
<td>Issues in Environmental Sustainability</td>
<td>3</td>
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Transformation and Execution, 6 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 598 ~</td>
<td>Leveraging Results To Build Brand In The Health Sector</td>
<td>3</td>
</tr>
</tbody>
</table>
MHA 599 ~.................................................................3 credits  
Capstone: Leading the Organization Through Change  
The University reserves the right to modify the required course of study.  

Additional Admission Requirements for the MHA/SUS  
All applicants are expected to meet the following admissions requirements:  
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.  
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.  
• A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.  
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.  

Degree Requirements for the MHA/SUS  
• Completion of a minimum of 42 credits.  
• A minimum program grade point average (GPA) of 3.0.  
• Concentrations are reflected on the transcript only and will not appear on the diploma.  
The diploma awarded for this program will read as:  
Master of Health Administration  

Residency Requirements and Course Waivers for the MHA/SUS  
Students in this program may waive a maximum of 9 credits from their required course of study.  
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:  
The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.  
The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.  
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.  

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.  
The following courses in the Required Course of Study may not be waived: MHA 599  
Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.  
• CERT/G-HCP - MHA 508  
• CERT/G-HCS - MHA 560  
• CERT/G-INF - MHA 507  

Minimum Grade Requirements for the MHA/SUS  
• Students in this program are required to achieve a minimum grade of “C” (2.0) in courses listed below. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University: SMH 591, SMH 593, SMH 596, MHA 542, MHA 599  
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.  

Re-entry for the MHA/SUS  
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.  
• Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.  
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.  
• Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
Dual Degree in Master of Health Administration/
Master of Business Administration

The following Dual Degree in Master of Health Administration/Master of Business Administration (MHA/MBA) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and opportunities. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-mba.

MHA/MBA Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introduction, 1 total credit
HCS 504 ......................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits
HCS 531 ~ ...................................................... 3 credits
Health Care Organizations and Delivery Systems

Management, 3 total credits
MGT 521 ~ ...................................................... 3 credits
Management

Human Capital Management, 3 total credits
HRM 531 .......................................................... 3 credits
Human Capital Management

Legal and Ethics, 3 total credits
HCS 545 ~ ...................................................... 3 credits
Health Law and Ethics

Policy, 3 total credits
HCS 550 ~ ...................................................... 3 credits
Health Care Policy

Organizational Leadership, 3 total credits
LDR 531 ~ ...................................................... 3 credits
Organizational Leadership

Quantitative Reasoning, 3 total credits
QRB 501 ~ ...................................................... 3 credits
Quantitative Reasoning for Business

Data Management, 3 total credits
HCS 588 .......................................................... 3 credits
Measuring Performance Standards

Economics, 3 total credits
HCS 552 .......................................................... 3 credits
Health Care Economics

Accounting, 3 total credits
ACC 561 .......................................................... 3 credits
Accounting

Finance, 3 total credits
HCS 577 .......................................................... 3 credits
Financial Management in Health Care

Operations Management, 3 total credits
OPS 571 .......................................................... 3 credits
Operations Management

Marketing, 3 total credits
MKT 571 .......................................................... 3 credits
Marketing

Facility Design, 3 credits
HCS 529 .......................................................... 3 credits
Contemporary Health Care Facility Design

Technology, 3 total credits
HCS 533 .......................................................... 3 credits
Health Information Systems

Research and Statistics, 3 total credits
QNT 561 .......................................................... 3 credits
Applied Business Research & Statistics

Elective, 6 total credits
HCS 535 .......................................................... 3 credits
Concepts of Population Health
HCS 539 .......................................................... 3 credits
Marketing for Health Care
HCS 548 .......................................................... 3 credits
Foundations of Gerontology
HCS 567 .......................................................... 3 credits
Entrepreneurship in Health Care
HCS 591 .......................................................... 3 credits
Creating a Sustainable Health Care Organization

Strategic Management, 3 total credits
HCS 589 .......................................................... 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA/MBA

All applicants are expected to meet the following admissions requirements:

Requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

• A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/MBA

• The completion of a minimum of 58 credits.

• A minimum program grade point average (GPA) of 3.0.

• Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas will read as: Master of Health Administration Master of Business Administration

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

Residency Requirements and Course Waivers for the MHA/ MBA

• Students must meet established University residency requirement for degree conformance. The University requires that the majority of coursework, 46 credits in the Required Course of Study, must be completed at University of Phoenix.

• Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).

• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

• The following courses in the Required Course of Study may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501

• The School of Advanced Studies offers a pathway opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program.

• The Doctoral Pathway gives students the option to complete doctoral level coursework during a master’s program.

• The Doctoral Pathway allows a master’s degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

• Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.

• Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Minimum Grade Requirements for the MHA/MBA

• Students in this program are required to achieve a minimum grade of “B” (3.0) in the following course: HCS 589. A “B-” grade is not acceptable. Students who fail to receive a minimum grade of “B” will be scholastically disqualified from the University.

• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA/MBA program.
Re-entry for the MHA/MBA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

School of Nursing

Programs in the School of Nursing are designed to support the career advancement and educational needs of licensed practical, vocational and registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today’s nurses must work hard to navigate the changes and remain on the leading-edge of their professions. Whether you are a registered nurse looking to bolster your credentials to meet today’s higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® School of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation—School of Nursing Programs

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world’s people.

University of Phoenix, School of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement
PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master’s certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice. All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification
Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:
Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.
Drug Testing
Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a “for-cause” 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Informatics

The following Master of Science in Nursing Concentration in Informatics (MSN/INF) program may be offered at all University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Informatics (MSN/INF) program prepares registered nurses to become leaders in the field of Nursing Informatics. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty informatics courses allow students to focus on contemporary industry-required competencies such as: interpretation, analysis, and translation of health care data into meaningful information; healthcare information workflow and project management; and design, implementation, evaluation of health information systems and technologies that improve patient outcomes and reduce risk. The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-inf.

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.

- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to evaluate ways to utilize nursing informatics to support best patient outcomes
- Students will be able to distinguish the regulatory requirements impacting use of informatics within healthcare.
- Students will be able to discuss plans for the use of informatics to collect data and support research.
- Students will be able to design systems to disseminate data to support decision making.

Program Purpose
This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master’s of science degree in nursing with a focus on nursing informatics. The program prepares the graduate to function in nursing informatics leadership roles; specialize in the design and use of electronically stored data to influence quality in care delivery; and provide evidence of meeting quality, compliance and regulatory standards and requirements. The graduate who uses elective opportunities to complete necessary practicum hours will be eligible to sit for the American Nurses Credentialing Center (ANCC) Informatics Nursing Certification (RN-BC).

MSN/INF Required Course Sequence and Prerequisites
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511 ...................................................................................3 credits
Contemporary Nursing Practice
NSG 512 ...................................................................................3 credits
Nursing Research
NSG 513 ...................................................................................3 credits
Inter-professional Leadership and Management
NSG 514 ...................................................................................3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 541 ...................................................................................3 credits
Data Analysis and Management
NSG 542 ...................................................................................3 credits
Information Workflow
NSG 543 ...................................................................................3 credits
Database Management
NSG 544 ...................................................................................3 credits
Evaluation and Application of Information
NSG 516 IN ~ .................................................................3 credits
Practicum I
NSG 517 IN ~ .................................................................3 credits
Practicum II
Graduate Elective Requirement ............................................6 credits
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/INF
All applicants are expected to meet the following admissions requirements:
An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Students from the following territories must hold a valid RN license obtained by taking the US NCLEX-RN exam: Guam, American Samoa, Northern Mariana Islands, US Virgin Islands, Puerto Rico.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  - All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  - Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  - A signed Foreign Nursing Memorandum of Understanding
  - Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

**Degree Requirements for the MSN/INF**
- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as: Master of Science in Nursing

**Academic Progression Requirements for the MSN/INF**
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

**Minimum Grade Requirements for the MSN/INF**
- All graduate level MSN courses must be completed with a grade of C or better. Grades “C-” are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each course once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
• Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
• Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/INF

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 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• An approved UOPX Graduate Elective course.
• Previously completed UOPX graduate level coursework.
• Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years.

Re-entry for the MSN/INF

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
• Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• An appeal will be required for re-entry students to re-enroll in their program if:

• The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
• The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
• The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
• Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Informatics Bridge

The following Master of Science in Nursing Concentration in Informatics Bridge (MSN/INF) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Informatics (MSN/INF) program prepares registered nurses to become leaders in the field of Nursing Informatics. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty informatics courses allow students to focus on contemporary industry-required competencies such as: interpretation, analysis, and translation of health care data into meaningful information; healthcare information workflow and project management; and design, implementation, evaluation of health information systems and technologies that improve patient outcomes and reduce risk. The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-inf.
Program Purpose
This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master’s of science degree in nursing with a focus on nursing informatics. The program prepares the graduate to function in nursing informatics leadership roles; specialize in the design and use of electronically stored data to influence quality in care delivery; and provide evidence of meeting quality, compliance and regulatory standards and requirements. The graduate who uses elective opportunities to complete necessary practicum hours will be eligible to sit for the American Nurses Credentialing Center (ANCC) Informatics Nursing Certification (RN-BC).

MSN/INF Required Course Sequence and Prerequisites
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

**Nursing Bridge 1**
NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.
- NSG 416 .................................................................................. 3 credits
- Theoretical Development and Conceptual Frameworks
- NSG 415 .................................................................................. 3 credits
- Theory-Based Nursing Practice
- NUR 403 .................................................................................. 3 credits
- Theories and Models of Nursing Practice

**Nursing Bridge 2**
NSG 451 is the preferred option to satisfy Nursing Bridge 2.
- NSG 451 .................................................................................. 3 credits
- Professional Nursing Leadership Perspectives
- NSG 397 .................................................................................. 3 credits
- Professional Nursing Role
- NUR 391 .................................................................................. 3 credits
- Professional Nursing Practice
- NUR 440 .................................................................................. 3 credits
- Health Assessment and Promotion for Vulnerable Population

**Nursing Bridge 3**
NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.
- NSG 456 .................................................................................. 3 credits
- Research Outcomes Management for the Practicing Nurse
- NSG 455 .................................................................................. 3 credits
- Evidence-Based Practice and Statistics
- NUR 443 .................................................................................. 3 credits
- Evidence-Based Nursing Research and Practice

**Required Course Sequence**
- NSG 511 ~ .................................................................................. 3 credits
- Contemporary Nursing Practice
- NSG 512 ~ .................................................................................. 3 credits
- Nursing Research
- NSG 513 ~ .................................................................................. 3 credits
- Inter-professional Leadership and Management
- NSG 514 ~ .................................................................................. 3 credits
- Health Law, Policy, Ethics, and Global Trends
- NSG 541 ~ .................................................................................. 3 credits
- Data Analysis and Management
- NSG 542 ~ .................................................................................. 3 credits
- Information Workflow
- NSG 543 ~ .................................................................................. 3 credits
- Database Management
- NSG 544 ~ .................................................................................. 3 credits
- Evaluation and Application of Information
- NSG 516IN ~ ........................................................................... 3 credits
- Practicum I
- NSG 517IN ~ ........................................................................... 3 credits
- Practicum II
- Graduate Elective Requirement ~ .............................................. 6 credits

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

**Additional Admission Requirements for the MSN/INF**
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam.
- Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
• Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
• All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
• All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
• Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
• A signed Foreign Nursing Memorandum of Understanding
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results
• Signed Clinical Assurance Statement form

Degree Requirements for the MSN/INF
• Completion of a minimum of 45 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/INF
• Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
• Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
• Clinical experiences/hours cannot be completed during work time at the student's place of employment.
• A clinical course may not be taken concurrently with any other course.
• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
• Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/INF
• All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/INF
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 6 credits from their required course of study.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: NSG 516IN, NSG 517IN, NSG 541, NSG 542, NSG 543, NSG 544

The 6 credit Graduate Elective Requirement for the MSN/INF may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework.
- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years.

Re-entry for the MSN/INF

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-adm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
• Students will be able to formulate a strategic plan and distinguish the key components required for success.
• Students will be able to analyze a budget and assure needed resources are planned for.
• Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
• Students will be able to implement change to meet desired quality measures.
• Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose
This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master’s of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

MSN/ADM Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 511</td>
<td>Contemporary Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 512</td>
<td>Nursing Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 513</td>
<td>Inter-professional Leadership and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 514</td>
<td>Health Law, Policy, Ethics, and Global Trends</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 557</td>
<td>Organizational Dynamics and Systems Thinking</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 577</td>
<td>Continuous Quality Monitoring and Outcomes Improvement</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 547</td>
<td>Human Resources Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 567</td>
<td>Financial Resources Management in Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 516AD</td>
<td>Practicum I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 517AD</td>
<td>Practicum II</td>
<td>3 credits</td>
</tr>
<tr>
<td>-</td>
<td>Graduate Elective Requirement</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

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

Additional Admission Requirements for the MSN/ADM
All applicants are expected to meet the following admissions requirements:

• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework toward the degree must have been completed while the institution was accredited or during the candidacy period.
• Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
• Current employment is not a requirement for admission.
• Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico

International students who are residents outside of the United States or approved US Territories must meet the following requirements:

• Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
• All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
• All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
• Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
• A signed Foreign Nursing Memorandum of Understanding
• Signed Criminal Background Check Disclosure
Students who have been scholastically disqualified will not be
Any student who demonstrates behaviors in a clinical,
classroom, or laboratory setting that gives rise to a reasonable
suspicion, of substance abuse or otherwise indicates that the
student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 15 panel, plus alcohol drug test.
Clinical experiences/hours cannot be completed during work time at the student's place of employment.
A clinical course may not be taken concurrently with any other course.
Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 15 panel, plus alcohol drug test.

Academic Progression Requirements for the MSN/ADM
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM
- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN / ADM may be satisfied by the following means:
- An approved University of Phoenix Graduate Elective course.
- Previously completed UOPX graduate level coursework.
- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years.

Re-entry for the MSN/ADM
- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. View state licensure requirements for this program: [http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html](http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html)

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [http://www.phoenix.edu/programs/msn-adm](http://www.phoenix.edu/programs/msn-adm).

**Program Purpose**
This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master’s of science degree in nursing with a focus on nursing administration. The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Upon completing the program, graduates with the required practice experience will be prepared to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam.

**MSN/ADM Required Course of Study**
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

### Nursing Bridge 1
*NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 416</td>
<td>3 credits</td>
</tr>
<tr>
<td>Theoretical Development and Conceptual Frameworks</td>
<td></td>
</tr>
<tr>
<td>NSG 415</td>
<td>3 credits</td>
</tr>
<tr>
<td>Theory-Based Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>NUR 403</td>
<td>3 credits</td>
</tr>
<tr>
<td>Theories and Models of Nursing Practice</td>
<td></td>
</tr>
</tbody>
</table>

### Nursing Bridge 2
*NSG 451 is the preferred option to satisfy Nursing Bridge 2.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 451</td>
<td>3 credits</td>
</tr>
<tr>
<td>Professional Nursing Leadership Perspectives</td>
<td></td>
</tr>
<tr>
<td>NSG 397</td>
<td>3 credits</td>
</tr>
<tr>
<td>Professional Nursing Role</td>
<td></td>
</tr>
<tr>
<td>NUR 391</td>
<td>3 credits</td>
</tr>
<tr>
<td>Professional Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>NUR 440</td>
<td>3 credits</td>
</tr>
<tr>
<td>Health Assessment and Promotion for Vulnerable Population</td>
<td></td>
</tr>
</tbody>
</table>

### Nursing Bridge 3
*NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 456</td>
<td>3 credits</td>
</tr>
<tr>
<td>Research Outcomes Management for the Practicing Nurse</td>
<td></td>
</tr>
<tr>
<td>NSG 453</td>
<td>3 credits</td>
</tr>
<tr>
<td>Evidence-Based Practice and Statistics</td>
<td></td>
</tr>
<tr>
<td>NUR 443</td>
<td>3 credits</td>
</tr>
<tr>
<td>Evidence-Based Nursing Research and Practice</td>
<td></td>
</tr>
</tbody>
</table>

**Required Course Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 416</td>
<td>3 credits</td>
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<td>Theoretical Development and Conceptual Frameworks</td>
<td></td>
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<tr>
<td>NSG 451</td>
<td>3 credits</td>
</tr>
<tr>
<td>Professional Nursing Leadership Perspectives</td>
<td></td>
</tr>
<tr>
<td>NSG 456</td>
<td>3 credits</td>
</tr>
<tr>
<td>Research Outcomes Management for the Practicing Nurse</td>
<td></td>
</tr>
<tr>
<td>NSG 511 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contemporary Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>NSG 512 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Nursing Research</td>
<td></td>
</tr>
<tr>
<td>NSG 513 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Inter-professional Leadership and Management</td>
<td></td>
</tr>
<tr>
<td>NSG 514 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Health Law, Policy, Ethics, and Global Trends</td>
<td></td>
</tr>
<tr>
<td>NSG 557 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Organizational Dynamics and Systems Thinking</td>
<td></td>
</tr>
<tr>
<td>NSG 577 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Continuous Quality Monitoring and Outcomes Improvement</td>
<td></td>
</tr>
</tbody>
</table>
Current employment is not a requirement for admission.

A cumulative grade point average (GPA) of 2.5 for all students with regionally or approved nationally accredited

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
- Students who graduate from the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 ~ Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.
Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:
- An approved University of Phoenix Graduate Elective course.
- Previously completed UOPX graduate level coursework.
- Graduate transfer coursework that is acceptable for transfer and was completed within the past ten (10) years.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student’s program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies. The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street,
Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master’s of science degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

- NSG 511 Contemporary Nursing Practice 3 credits
- NSG 512 Nursing Research 3 credits
- NSG 513 Inter-professional Leadership and Management 3 credits
- NSG 514 Health Law, Policy, Ethics, and Global Trends 3 credits
- NSG 501 Pathophysiology, Assessment Variables and Pharmacology I 3 credits
- NSG 502 Pathophysiology, Assessment Variables & Pharmacology II 3 credits
- NSG 531 Innovative Curriculum Design 3 credits
- NSG 532 Program and Course Development 3 credits
- NSG 533 Educational Assessment and Evaluation 3 credits
- NSG 534 Facilitating Engaged Learning 3 credits
- NSG 516ED Practicum I 3 credits
- NSG 517ED Practicum II 3 credits

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

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands
  • Puerto Rico
• International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  • Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  • All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalence.
  • All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  • Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Have a valid visa that does not prohibit educational studies
  • A signed Foreign Nursing Memorandum of Understanding
  • Signed Criminal Background Check Disclosure
  • Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
  • Signed FERPA Release/Drug Test or Failure to Test Results
  • Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

• Completion of a minimum of 36 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as: Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.
• Clinical experiences/hours cannot be completed during work time at the student’s place of employment.
• A clinical course may not be taken concurrently with any other course.
• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 15 panel, plus alcohol drug test.
• Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

• All graduate level MSN courses must be completed with a grade of C or better. Grades “C-” are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  • Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 6 credits from their required course of study.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
An appeal will be required for re-entry students to re-enroll in their program if:

- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Re-Entry for the MSN/NED

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534.

**Master of Science in Nursing Concentration in Nurse Education Bridge**

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ned.

**Program Purpose**

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a master’s degree in nursing with a focus on nursing education. The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Upon completion of the program, graduates will be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam.

**MSN/NED Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). To ensure course scheduling availability, the College of Health Professions, School of Nursing recommends the following course selections to satisfy the bridge requirements:

**Nursing Bridge 1**

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 416</td>
<td>Theory-Based Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 415</td>
<td>Theoretical Development and Conceptual Frameworks</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 403</td>
<td>Theories and Models of Nursing Practice</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Nursing Bridge 2
NSG 451 is the preferred option to satisfy Nursing Bridge 2.
NSG 451 ................................................................. 3 credits
Professional Nursing Leadership Perspectives
NSG 397 ................................................................. 3 credits
Professional Nursing Role
NUR 391 ................................................................. 3 credits
Professional Nursing Practice
NUR 440 ................................................................. 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3
NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.
NSG 456 ................................................................. 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 ................................................................. 3 credits
Evidence-Based Practice and Statistics
NUR 443 ................................................................. 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence
NSG 416 ................................................................. 3 credits
Theoretical Development and Conceptual Frameworks
NSG 451 ................................................................. 3 credits
Professional Nursing Leadership Perspectives
NSG 456 ................................................................. 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 511 ................................................................. 3 credits
Contemporary Nursing Practice
NSG 512 ................................................................. 3 credits
Nursing Research
NSG 513 ................................................................. 3 credits
Inter-professional Leadership and Management
NSG 514 ................................................................. 3 credits
Health Law, Policy, Ethics, and Global Trends
NSG 501 ................................................................. 3 credits
Pathophysiology, Assessment Variables and Pharmacology I
NSG 502 ................................................................. 3 credits
Pathophysiology, Assessment Variables & Pharmacology II
NSG 531 ................................................................. 3 credits
Program and Course Development
NSG 532 ................................................................. 3 credits
Innovative Curriculum Design
NSG 533 ................................................................. 3 credits
Educational Assessment and Evaluation
NSG 534 ................................................................. 3 credits
Facilitating Engaged Learning
NSG 516ED ............................................................ 3 credits
Practicum I
NSG 517ED ............................................................ 3 credits
Practicum II

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

Additional Admission Requirements for the MSN/NED
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the U.S. Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGNNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results
• Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED
• Completion of a minimum of 45 credits.
• A minimum program grade point average (GPA) of 3.0.
• Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED
• Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
• Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
• Clinical experiences/hours cannot be completed during work time at the student's place of employment.
• A clinical course may not be taken concurrently with any other course.
• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
• Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED
• All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
• Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
• Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
• Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
• Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• An appeal will be required for re-entry students to re-enroll in their program if:
  • The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
• The student’s program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
• The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
• Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing/Family Nurse Practitioner

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Specialty concentrations allow students to focus learning on developing increased knowledge and skills in a specific area of content or advanced practice role. The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Preferred Sequence and Prerequisites for MSN/FNP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during the final week of NRP 571.

NRP 513 ~ Clinical Applications of Theory and Research
NRP 508 ~ Health Policy and Role of the Advanced Practice Nurse
NRP 511 ~ Advanced Pathophysiology
NRP 507 ~ Advanced Pharmacology
NRP 531 ~ Advanced Health Assessment I
NRP 571 ~ Advanced Health Assessment II and Clinical Procedures
NRP 555 ~ Adult and Geriatric Management I
NRP 556 ~ Adult and Geriatric Management II
NRP 563 ~ Management of Women’s Health Issues
NRP 543 ~ Management of Pediatric and Adolescent Populations
NRP 590 ~ Final Preceptorship

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MSN/FNP

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- FNP Director's signature on the applicant’s Program Eligibility Verification letter validates a completed admission packet which should include, the student's transcripts and resume. Evidence that these requirements have been met must be uploaded to the student's eXp file along with the Program Eligibility Verification letter.
- If applicant does not meet admission criteria, the FNP Director will issue a verification denial letter to be provided to the student.
- Equivalent grade of "C" or better in undergraduate core science courses. Core science courses include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology and Microbiology.
- A minimum equivalent 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.
- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
  - Puerto Rico
- Signed Professional Non-Academic Requirement form
- Signed Residency Agreement form
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Completed and verified negative criminal background check
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Successful completion of FNP 101, MSN/FNP Program Orientation. If the student does not pass their first attempt of FNP 101 because of an unacceptable grade, the student may make a second attempt to complete FNP 101 within 90 days. A student failing FNP 101 on the second attempt must wait 6 months before reapplying. Passing FNP 101 is limited to a total of three attempts.

Degree Requirements for the MSN/FNP

- Completion of a minimum of 48 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
- The diploma awarded for this program will read as: Master of Science in Nursing
  Family Nurse Practitioner

Academic Progression Requirements for the MSN/FNP

MSN, and post-master's certificate students must possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are completing clinical hours or possess a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. All active licenses must remain valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license. Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the MSN/FNP

- All students are required to earn a minimum grade of "B" in all MSN/FNP graduate level courses. Grades "B-" are not accepted. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing course. If a passing grade is not earned, the student will be scholastically suspended, permanently withdrawn, from the program. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
• Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
• Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the MSN/ FNP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 32 credits in the Required Course of Study, must be completed at UOPX.

Students with a previously completed MSN degree from any institution will be eligible to waive NRP/513 upon admission to the program.

Students in this program may waive a maximum of 16 credits from their required course of study upon review by the Dean of Nursing via a SAC Appeal.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In Arizona, Waiver of NRP 507 Advanced Pharmacology course must be reviewed by Nurse Practitioner Program Director and must meet a two (2) year completion requirement.

The following courses in the Required Course of Study may not be waived: NRP 531, NRP 543, NRP 555, NRP 556, NRP 563, NRP 571, NRP 590

Re-entry for the MSN/FNP

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

• Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

• An appeal will be required for re-entry students to re-enroll in their program if:

• The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

• The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.

• The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

• Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

Master of Science in Nursing/Family Nurse Practitioner (Bridge)

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Specialty concentrations allow students to focus learning on developing increased knowledge and skills in a specific area of content or advanced practice role. The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/school-of-nursing/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-fnp.

Program Purpose

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master’s degree and prepare for advanced practice as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice, including how to function in leadership roles in practice and educational settings, and emphasizes comprehensive, preventative care in addition to treatment. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC)
To ensure course scheduling availability, the College of Health Sciences following the course number. Course descriptions for all courses University of Phoenix are accredited by the Commission on Collegiate immersive experience (residency) during the final week of NRP 571.

Nursing Bridge 3
NUR 403 ................................................................................... 3 credits
Theory-Based Nursing Practice
NUR 415 ................................................................................... 3 credits
Health Assessment and Promotion for Vulnerable Population
NUR 443 ................................................................................... 3 credits
Evidence-Based Nursing Research and Practice

Required Course of Study
Students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during the final week of NRP 571.
NRP 513 ................................................................................... 4 credits
Clinical Applications of Theory and Research
NRP 508 ~ ................................................................................. 4 credits
Health Policy and Role of the Advanced Practice Nurse
NRP 511 ................................................................................... 4 credits
Advanced Pathophysiology
NRP 507 ~ ................................................................................. 4 credits
Advanced Pharmacology
NRP 531 ................................................................................... 4 credits
Advanced Health Assessment I
NRP 571 ~ ................................................................................... 4 credits
Advanced Health Assessment II and Clinical Procedures
NRP 555 ~ ................................................................................... 4 credits
Adult and Geriatric Management I
NRP 556 ~ ................................................................................... 4 credits

Adult and Geriatric Management II
NRP 563 ................................................................................... 4 credits
Management of Women’s Health Issues
NRP 543 ................................................................................... 4 credits
Management of Pediatric and Adolescent Populations
NRP 590 ................................................................................... 8 credits
Final Preceptorship

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

Additional Admission Requirements for the MSN/FNP
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• Students with regionally or approved nationally accredited undergraduate degrees in a field other than nursing are required to enroll in the MSN/FNP Bridge program.
• A cumulative grade point average (GPA) of 3.0 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
• FNP Director’s signature on the applicant’s Program Eligibility Verification letter validates a completed admission packet which should include, the student’s transcripts and resume. Evidence that these requirements have been met must be uploaded to the student’s eXp file along with the Program Eligibility Verification letter.

If applicant does not meet admission criteria, the FNP Director will issue a verification denial letter to be provided to the student.
• Equivalent grade of “C” or better in undergraduate core science courses. Core science courses include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology and Microbiology.
• A minimum equivalent 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.
• Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
• US Virgin Islands
• Puerto Rico
• Signed Professional Non-Academic Requirement form
• Signed Residency Agreement form
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Completed and verified negative criminal background check
• Signed FERPA Release/Drug Test or Failure to Test Results
• Signed Clinical Assurance Statement form
• Successful completion of FNP 101, MSN/FNP Program Orientation. If the student does not pass their first attempt of FNP 101 because of an unacceptable grade, the student may make a second attempt to complete FNP 101 within 90 days. A student failing FNP 101 on the second attempt must wait 6 months before reapplying. Passing FNP 101 is limited to a total of three attempts.

Degree Requirements for the MSN/FNP
• Completion of a minimum of 57 credits.
• A minimum program grade point average (GPA) of 3.0. Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).
• Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
• The diploma awarded for this program will read as:
  Master of Science in Nursing
  Family Nurse Practitioner

Academic Progression Requirements for the MSN/FNP
MSN, and post-master's certificate students must possess a valid, unrestricted/unencumbered RN license in the state which they are completing clinical hours or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are completing clinical hours. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license. All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility.

Minimum Grade Requirements for the MSN/FNP
• All students are required to earn a minimum grade of "B" in all MSN/FNP graduate level courses. Grades "B−" are not accepted. Students in the Bridge version of the MSN/FNP are required to earn a minimum grade of "C" in the MSN bridge courses.
• Grades "C−" are not accepted. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing course. If a passing grade is not earned, the student will be scholastically suspended, permanently withdrawn, from the program. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time.

• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  • Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
• Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the MSN/FNP
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 32 credits in the Required Course of Study, must be completed at UOPX.

Students with a previously completed MSN degree from any institution will be eligible to waive NRP/513 upon admission to the program.

Students in this program may waive a maximum of 16 credits from their required course of study upon review by the Dean of Nursing via a SAC Appeal.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In Arizona, Waiver of NRP 507 Advanced Pharmacology course must be reviewed by Nurse Practitioner Program Director and must meet a two (2) year completion requirement.

The following courses in the Required Course of Study may not be waived: NRP 531, NRP 543, NRP 555, NRP 556, NRP 563, NRP 571, NRP 590

Re-entry for the MSN/FNP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
- Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
- Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.
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COLLEGE OF EDUCATION (Phoenix)

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/ endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Admission Requirements

All applicants to this program are expected to meet the following admission requirements:

- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
  - A signed New Student Checklist may be required
  - A signed Enrollment/Disclosure Agreement.
  - Completion of any state-specific required documents or forms.
  - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
  - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
Master of Arts in Education/Administration and Supervision (Arizona)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

View state licensure requirements for this program:
http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

Program Purpose
The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor’s degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. As licensure requirements may vary by state, it is the student’s responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements applicable state educator licensure agency to verify current requirements to become a licensed school principal. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement school leadership practices to produce a positive impact on P-12 student learning.
- Students will be able to evaluate effective professional practice.
- Students will be able to apply professional ethics to their leadership practices.
- Students will be able to evaluate community factors to address the needs of diverse populations.
- Students will be able to evaluate research and synthesize information from multiple sources.

MAED/ADM Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0 credits</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 570</td>
<td>Equity, Diversity, and Access in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 555</td>
<td>School Policy and Law for Principals</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 524</td>
<td>Supervision of Curriculum, Instruction and Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
<td>1 credit</td>
</tr>
<tr>
<td>ADMIN 528</td>
<td>Administration of Special Programs</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 535</td>
<td>Business and Facilities Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 560</td>
<td>Human Resources Leadership and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1 credit</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 581</td>
<td>School Policy and Law for Principals</td>
<td>4 credits</td>
</tr>
<tr>
<td>ADMIN 565</td>
<td>Action Research and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>ADMIN 591C</td>
<td>Administrative Internship Part III: Professional Practice</td>
<td>1 credit</td>
</tr>
<tr>
<td>AET 560</td>
<td>Facilitating Change</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 562</td>
<td>Social Media for Professional Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 550</td>
<td>Engaging in Communities of Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 555</td>
<td>Professional Learning for Continuous Improvement</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students must also choose an elective from one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AET 560</td>
<td>Facilitating Change</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 562</td>
<td>Social Media for Professional Learning</td>
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</tr>
<tr>
<td>CUR 550</td>
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</tr>
<tr>
<td>CUR 555</td>
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<td>3 credits</td>
</tr>
</tbody>
</table>

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

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM
• Completion of a minimum of 38 credits.
• A minimum grade point average (GPA) of 3.0.
• Completion of signature assignments.
• Completion of Field Experience Record.
• Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM
• Candidates must earn a "B" or better in all internship courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or internship: ADMIN 591A, ADMIN 591B, ADMIN 591C
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
• If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be scholastically suspended and permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

Students in this program may waive a maximum of 6 credits from their required course of study. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581.

Students who waive ADMIN 591A, ADMIN 591B, and ADMIN 591C without credit using a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program will be required to complete AET 562 to satisfy the credit deficiency.

Students who waive ADMIN 591A, ADMIN 591B, and ADMIN 591C without credit using a Hawaii Certification Institute for School Leaders program will be required to complete AET 562 to satisfy the credit deficiency.

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. The Doctoral Pathway gives students the option to complete doctoral level coursework during a master's program. The Doctoral Pathway allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral program, students are eligible to satisfy required course(s) within the doctoral program.

• Students must earn a B- or better in the doctoral level courses in order to apply them towards the doctoral program.
• Student schedules may need to be adjusted, or student will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic/finance advisor for further information.

Institutional Recommendation for the MAED/ADM
• Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
• Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. 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 may be required to verify classroom teaching experience and/or teacher certification prior to being issued an IR. Teaching experience and/or certification requirements vary by state.
• Students must verify full SEI endorsement or equivalent coursework prior to issuance of an administrative license. Approved SEI courses/workshops can be found at http://www.ade.az.gov/oelas/.
• Students must verify three (3) years of classroom teaching experience prior to issuance of Institutional Recommendation.

Internship Policies for the MAED/ADM
• The Administrative Internship is a minimum 240-hour placement. Some states may require more than 240 hours for the Administrative Internship. Candidates will be required to follow the guidelines within their state.
• Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
• Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
• Candidates must pass each Administrative Internship course with a grade of “B” or better in order to avoid Scholastic Disqualification.
• Removal from a placement at the request of an appointed administrator from the internship location or UOPX:
  • Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two internship attempts.
  -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
  • Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of “F”, and placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
  -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
• Unapproved self-terminations of an internship:
  • Candidates that execute an unapproved self-termination of an internship, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two internship attempts.
  -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
• Candidates that execute an unapproved self-termination of an internship, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of “F”, and will be placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
  -Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
• Candidates that do not successfully complete a successive attempt of the internship experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
• Candidates should complete the internship within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the internship courses).

Field Experience for the MAED/ADM
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be maintained and reviewed as specified in the handbook/courses and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-entry for the MAED/ADM
Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved. Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry
credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

**Master of Arts in Education/Adult Education and Training**

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners in areas such as corporate training, non-profit and community-based organizations, government, postsecondary education, and human services agencies. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as expert educators and trainers.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-aet.

**Program Purpose**

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

**Program Student Learning Outcomes**

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.
- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

**Program Requirements for the MAED/AET**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

- COM 520 ................................................................................ 3 credits
- Organizational Communication for Adult Education and Training
- AET 500 ................................................................................ 3 credits
- Foundations of Adult Learning Theory
- AET 508 ................................................................................ 3 credits
- Community-Based Education
- CUR 516 ~ .............................................................................. 4 credits
- Curriculum Theory and Instructional Design
- CUR 518 ~ .............................................................................. 3 credits
- Multicultural Strategies for the Adult Learner
- CUR 528 ~ .............................................................................. 3 credits
- Assessment of Learning
- CUR 532 ~ .............................................................................. 3 credits
- Facilitating Online Learning
- AET 552 ................................................................................ 3 credits
- Marketing Adult Education
- AET 560 ................................................................................ 3 credits
- Facilitating Change
- AET 562 ................................................................................ 3 credits
- Social Media for Professional Learning
- AET 570 ~ .............................................................................. 3 credits
- Program Development in Adult Education

The University reserves the right to modify the Program Requirements.

**Additional Admission Requirements for the MAED/AET**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Completion Requirements for the MAED/AET**

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Arts in Education Adult Education and Training

**Residency Requirements and Course Waivers for the MAED/AET**

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
<th>Using Courses (or equivalents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>AET 500 (3 credits)</td>
<td>MTE 501 (2 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 516 (4 credits)</td>
<td>MTE 508 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 528 (3 credits)</td>
<td>MTE 562 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Total credits: 10</td>
<td>Total credits: 8</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>AET 500 (3 credits)</td>
<td>MTE 501 (2 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 516 (4 credits)</td>
<td>SEC 508 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>CUR 528 (3 credits)</td>
<td>MTE 562 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>Total credits: 10</td>
<td>Total credits: 8</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>CUR 516 (4 credits)</td>
<td>MTE 508 (3 credits)</td>
</tr>
<tr>
<td></td>
<td>and SPE 511 (3 credits)</td>
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<td></td>
<td>or SPE 578 (3 credits)</td>
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<td>and SPE 546 (3 credits)</td>
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<td></td>
<td>or SPE 584 (3 credits)</td>
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</tbody>
</table>

The following course in the Required Course of Study may not be waived: COM 520

**Academic Progression for the MAED/AET**

Students must successfully complete COM 520 as the first course in the program

**Re-entry for the MAED/AET**

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

**Master of Arts in Education/Special Education**

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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. 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 mild-moderate 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.

View state licensure requirements for this program: http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

**Program Purpose**

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor’s degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure requirements may vary by state, it is the student’s responsibility to ascertain and meet licensure requirements in any state in which the student desires to practice and to contact the applicable state educator licensure agency to verify current requirements to become a licensed teacher. There may be additional qualifications and/or disqualifications applicable in order to work as a
Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in special education.
- Students will be able to apply professional ethics to their instructional practices in special education.
- Students will be able to create and modify instructional and behavioral plans for a variety of learning needs.
- Students will be able to create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 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

SPE 578 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 584 ~ ................................................................. 3 credits
Learning Disabilities and Language and Development Disorders
MTH 575 ................................................................. 3 credits
Mathematics Instruction for Special Education

Assessment, 3 total credits

SPE 512 ~ ................................................................. 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 ~ ................................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 18 total credits

SEI 500 ................................................................. 3 credits
Structured English Immersion
SEI 503 ~ ................................................................. 3 credits
Advanced Structured English Immersion Methods
SPE 574 ~ ................................................................. 3 credits
Characteristics of Intellectual/Developmental Disabilities
SPE 544 ~ ................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders
SPE 556 ~ ................................................................. 3 credits
Characteristics of Physical & Health Disabilities
SPE 576 ................................................................. 3 credits
Characteristics of Autism Spectrum Disorders
SPE 578 ................................................................. 3 credits

Student Teaching, 8 total credits

SPE 594 ~ ................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ................................................................. 4 credits
Special Education Student Teaching: Part B

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

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student’s file and uploaded to the student’s official record. Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Degree Completion Requirements for the MAED/SPE
- Completion of a minimum of 46 credits. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Record (100 hours). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Special Education

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)
- Passing scores on the designated state content knowledge exam.
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE
- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: SPE 594, SPE 595
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
  - If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Institutional Recommendation for the MAED/SPE
- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. 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.

Residency Requirements and Course Waivers for the MAED/SPE
Students in this program may waive a maximum of 6 credits from their required course of study.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 578, SPE 594, SPE 595, SPE 584, MTH 575, SPE 576
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: https://www.ade.az.gov/oelas/.
Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs. Candidates must provide verification of completion
Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Completion of Field Experience Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

Only students who have completed the Post-Bacc in Special Education will be eligible for waivers for the MAED/SPE.

**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, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

**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 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.
- 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 teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
  - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of “F”, and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
  - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two student teaching attempts.
  - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
- Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of “F”, and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
  - Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.
Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.

Candidates enrolled in the MAED/SPE program must student teach in the appropriate mild-moderate special education student teaching setting.

Students who are already teaching in an appropriate K-12 mild-moderate 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 in the MAED/SPE program must be currently teaching in a K-12 mild-moderate special education setting that meets their state requirements for student teaching.

Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).

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 online. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for student teaching placement.

Candidates must enroll in the remaining Student Teaching Seminars online while completing their student teaching experience.

Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Arizona Teaching Intern Certificate Program

Arizona Teaching Intern Pathway to Certification

Requirements for initial issuance of the teaching intern certificate:

- A Bachelor's degree or higher from a regionally accredited institution
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety
- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.

Requirements for continued issuance of Arizona Teaching Intern Certification:

- Students must be continuously enrolled

Re-entry for the MAED/SPE

Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only student teaching, internship or practicum, in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Master of Arts in Education/Elementary Teacher Education (Arizona)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for initial 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 knowledge, skills and dispositions that will allow him or her to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Clinical Practice (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 clinical practice 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 clinical experiences covering a variety of developmental levels. The focus of each experience will relate to specific course content and professional preparation. Documentation will be maintained in the student’s professional portfolio.

View state licensure requirements for this program:
http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended for students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor’s degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. As licensure...
Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Candidates in the MAED/TED programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 total credits

MTE 001 .......................................................... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

MTE 510 ~ .......................................................... 1 credit
Professional Knowledge, Skills, and Dispositions

Foundations of Education, 3 total credits

MTE 516 ~ .......................................................... 3 credits
Foundations of the Professional Educator

Educational Theories and Models, 6 total credits

ELM 533 ~ .......................................................... 3 credits
Instruction and Assessment for Diverse Learners
ELM 532 ~ .......................................................... 3 credits
Creating an Effective Learning Environment

Human Development, 3 total credits

MTE 511 ~ .......................................................... 3 credits
Child/Adolescent Growth, Development, and Learning

Assessment, 3 total credits

MTE 513 ~ .......................................................... 3 credits
Evaluation and Data Literacy

Reading, 6 total credits

ELM 534 ~ .......................................................... 3 credits
Elements of Literacy Content and Curricular Knowledge

Application of Research-Based Literacy Instruction

Special Populations, 6 total credits

SEI 504 ~ .......................................................... 3 credits
Structured English Immersion-Elementary
MTE 512 ~ .......................................................... 3 credits
Teaching the Exceptional Learner

Content and Curricular Knowledge, 9 total credits

ELM 536 ~ .......................................................... 3 credits
Social Studies Content and Curricular Knowledge
ELM 537 ~ .......................................................... 3 credits
Science Content and Curricular Knowledge
ELM 538 ~ .......................................................... 3 credits
Mathematics Content and Curricular Knowledge

Clinical Practice, 3 total credits

ELM 583 ~ .......................................................... 3 credits
Elementary Clinical Practice

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

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate 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 UOPEX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- All 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 for all undergraduate coursework on the undergraduate degree posted transcript required for admission.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted meet the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student’s file and uploaded to the student’s official record.

Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.

• Verification of passing the Dispositions Assessment
  Passing of the dispositions assessment is limited to a total of two attempts. If the student is not successful by their second attempt, they will not be eligible to continue in the program. Students who have not passed the dispositions assessment on their first attempt must complete the academic progression student agreement form, signed by the student and returned to the appointed administrator. Retake of the dispositions assessment is required prior to being reviewed for Level 2 Candidate Status.

• Verification of Fingerprint Clearance

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

Degree Completion Requirements for the MAED/TED-E

• Completion of a minimum of 40 credits.
• A minimum grade point average (GPA) of 3.0.
• Completion of Teacher Performance Assessment.
• Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of My Time Log (100 hours or as required by state of residency). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
• Completion of signature assignments.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for these programs will read as: Master of Arts in Education Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their clinical practice placement. Candidates must provide:

• Verification of negative TB test results, or other TB clearance documentation (District specific).
• Passing scores on the designated state content knowledge exam (elementary or secondary content specific)
• Verification of the completion of 100 hours of clinical experience (or as required by state of residency).

Candidates will be required to have a 3.0 GPA for the program prior to entering clinical practice.

Minimum Grade Requirements for the MAED/TED-E

• Candidates must earn a "B" or better in all Clinical Practice Seminars in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course(s) and/or the clinical practice placement: ELM 583
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

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

Students in this program may waive a maximum of 6 credits from their required course of study. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from the current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

The following courses in the Required Course of Study may not be waived: ELM 533, ELM 535, ELM 536, ELM 537, ELM 538, ELM 583, MTE 001, MTE 510, MTE 512, MTE 513

The Dispositional Assessment cannot be waived.

Arizona residents may waive SEI 504 or SEI 506 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 Full SEI Endorsement.
• Augmented Provisional SEI Endorsement (45 hours)
• Arizona English as a Second Language Endorsement
• Arizona Bilingual Endorsement

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 516, MTE 511</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 516, MTE 511</td>
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</tbody>
</table>

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Completion of Teacher Performance Assessment
- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
- Completion of My Time Log (100 hours or as required by state of residency)

**Clinical Experience and Clinical Practice for the MAED/TED-E**

- Clinical practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Clinical Practice Seminar concurrently with the clinical practice placement. If a candidate chooses to postpone clinical practice, he/she must postpone their enrollment in the clinical practice course.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first clinical practice seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates’ successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.
  - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of “F”, and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.
  - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of a clinical practice:
  - Candidates that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their first clinical practice seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates’ successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.
  - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Clinical practice can only be repeated one time.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must complete their clinical practice in the subject area in which a passing score was achieved on the content knowledge assessment exam.
- Candidates in the MAED/TED program may not complete their clinical practice in special education.
- MAED/TED candidates, in some states (district specific), 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) may be eligible to waive or validate their clinical practice experience. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for clinical practice. Students must complete the Clinical Practice courses and complete and upload the Teacher Performance Assessment.
Students must enroll in the remaining Clinical Practice Re-Entry for the MAED/TED-E.

Out of State Clinical Practice
Candidates who are unable to complete their clinical practice experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their clinical practice online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for clinical practice placement.

Clinical Experience
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours (or as required by state of residency) of verified clinical experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each clinical experience will relate to specific course content and will follow a structured format. Three guided clinical experience evaluations are required for MAED/TED-E students. Two guided clinical experience evaluations are required for MAED/TED-S students. These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of clinical experience will be reviewed by campus staff and faculty prior to clinical practice. Candidates must work with their campus and follow necessary guidelines to arrange clinical experience. Students who have failed to meet program requirements for My Time Log must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-Entry for the MAED/TED-E
- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only clinical practice in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their clinical practice must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/TED-E
- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. 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.

Signature Assignments for the MAED/TED-E
- The College of Education requires students to submit specific signature assignments from selected courses within the program for evaluation and verification that students are meeting program standards. Data collected through signature assignments are then used by College personnel for accreditation and continuous program improvement.

Arizona Teaching Intern Certificate Program

Arizona Teaching Intern Pathway to Certification
Requirements for initial issuance of the teaching intern certificate:
- A Bachelor’s degree or higher from a regionally accredited institution
- A valid fingerprint card issued by the Arizona Department of Public Safety
- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.

Requirements for continued issuance of Arizona Teaching Intern Certification:
- Students must be continuously enrolled
The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for initial teacher licensure for instruction in secondary education. The guiding philosophy of the MAED/TED-S program is to provide adult students who already have degrees in disciplines other than education with the knowledge, skills, and dispositions to become competent and effective secondary educators. Rigorous course work, clinical experience, and clinical practice are integral components of this program. Candidates complete a minimum of 100 hours of verified field-based clinical experiences at appropriate grades and content levels to prepare them for a culminating clinical practice as a student teacher. During their clinical practice (student teaching), candidates work with a cooperating teacher at a school site and with a University of Phoenix faculty supervisor. All clinical experiences are aligned to state and professional standards and prepare candidates to be effective educational professionals.

View state licensure requirements for this program:
http://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

Program Purpose
The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for initial 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 knowledge, skills and dispositions that will allow him or her (or change to plural throughout) to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Clinical Practice (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 clinical practice 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 clinical experiences covering a variety of developmental levels. The focus of each experience will relate to specific course content and professional preparation. Documentation will be maintained in the student’s professional portfolio.

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will be able to design and implement effective instruction in the secondary classroom to produce a positive impact on student learning.
- Students will be able evaluate effective professional practice in secondary education.
- Students will be able apply professional ethics to their instructional practices in secondary education.
- Students will be able evaluate learning principles to differentiate instruction to meet the needs of diverse secondary student populations.
- Students will be able create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements and Course Selections
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Candidates in the MAED/TED programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 total credits
MTE 001 ~................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
MTE 510 ~................................................................. 1 credits
Professional Knowledge, Skills, and Dispositions

Foundations of Education, 3 total credits
MTE 516 ~................................................................. 3 credits
Foundations of the Professional Educator

Educational Theories and Models, 6 total credits
SEC 533 ~................................................................. 3 credits
Instruction and Assessment for Diverse Learners
SEC 532 ~................................................................. 3 credits
Secondary - Creating an Effective Learning Environment

Human Development, 3 total credits
MTE 511 ~................................................................. 3 credits
Child/Adolescent Growth, Development, and Learning

Assessment, 3 total credits
MTE 513 ~................................................................. 3 credits
Evaluation and Data Literacy
Reading, 3 total credits
SEC 534 ~ ................................................................. 3 credits
Reading in the Content Area

Special Populations, 6 total credits
SEI 506 ~ ................................................................. 3 credits
Structured English Immersion - Secondary
MTE 512 ~ ................................................................. 3 credits
Teaching the Exceptional Learner

Technology, 3 total credits
MTE 517 ~ ................................................................. 3 credits
Technology Integration for Educators

Content and Curriculum Knowledge, 3 total credits
SEC 535 ~ ................................................................. 3 credits
English/Language Arts Content and Curricular Knowledge
SEC 536 ~ ................................................................. 3 credits
Social Studies Content and Curricular Knowledge
SEC 537 ~ ................................................................. 3 credits
Secondary Content and Curricular Knowledge
SEC 538 ~ ................................................................. 3 credits
Mathematics Content and Curricular Knowledge

Clinical Practice, 3 total credits
SEC 583 ~ ................................................................. 3 credits
Secondary Clinical Practice

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

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

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on the approved UOXP evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- All 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 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Candidacy Status for the MAED/TED-S
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student’s file and uploaded to the student’s official record.

Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2

- Verification of passing the Dispositions Assessment

  Passing of the dispositions assessment is limited to a total of two attempts. If the student is not successful by their second attempt, they will not be eligible to continue in the program.

- Completion of My Time Log (100 hours or as required by state of residency).

- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.

- Students must take courses within a sequence specified by course prerequisite requirements.

- Completion of My Time Log (100 hours or as required by state of residency). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

- Completion of signature assignments.

- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

The diploma awarded for these programs will read as:
Master of Arts in Education
Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

- Candidates must provide verification of the following prior to beginning their clinical practice placement. Candidates must provide:

  - Verification of negative TB test results, or other TB clearance documentation (District specific).
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific). Students residing in the state of Tennessee, and that choose to complete a job-embedded pathway, may receive initial approval of content knowledge through an undergraduate degree in an endorsement area as recognized by the Tennessee State Board of Education. Passing scores on the Tennessee state content knowledge exam will need to be verified before beginning the student teaching seminar.
• Verification of the completion of 100 hours of clinical experience (or as required by state of residency).
• Students residing in Utah must provide verification of a ‘student teaching license’ and submit a copy of the license prior to the student teaching placement.
• Students residing in Utah must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
• Candidates will be required to have a 3.0 GPA for the program prior to entering clinical practice.

Minimum Grade Requirements for the MAED/TED-S
• Candidates must earn a ‘B’ or better in all Clinical Practice Seminars in order to complete this program. Grades of “B-” are not accepted. Students who fail to receive a minimum grade of “B” in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course(s) and/or the clinical practice placement: SEC 583
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
  • If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the MAED/TED-S
• Students in this program may waive a maximum of 6 credits from their required course of study.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed the previous course which meets the following criteria:
  • The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
• The following courses in the Required Course of Study may not be waived: MTE 001, MTE 510, MTE 512, MTE 513, SEC 533, SEC 535, SEC 536, SEC 537, SEC 538, SEC 583
• The Dispositional Assessment cannot be waived.

Arizona residents may waive SEI 504 or SEI 506 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 Full SEI Endorsement.
• Augmented Provisional SEI Endorsement (45 hours)
• Arizona English as a Second Language Endorsement
• Arizona Bilingual Endorsement
• Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs. Candidates must provide verification of completion in order to be eligible for these waivers.

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• Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.
• Students who waive courses using the Post-Bacc Course Waiver policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.
• Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:
Clinical Experience and Clinical Practice for the MAED/TED-S

Clinical Practice Policies

- Clinical practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Clinical Practice Seminar concurrently with the clinical practice placement. If a candidate chooses to postpone clinical practice, he/she must postpone their enrollment in the clinical practice course.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first clinical practice seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.
  - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.
  - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of a clinical practice:
  - Candidates that execute an unapproved self-termination of a clinical practice, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.
  - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Clinical practice can only be repeated one time.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must complete their clinical practice in the subject area in which a passing score was achieved on the content knowledge assessment exam.
- Candidates in the MAED/TED program may not complete their clinical practice in special education.
- MAED/TED candidates, in some states (district specific), 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) may be eligible to waive or validate their clinical practice experience. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for clinical practice. Students must complete the Clinical Practice courses and complete and upload the Teacher Performance Assessment.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 12 weeks of clinical practice, including the completion of a Teacher Performance Assessment.
- Students must submit their Teacher Performance Assessment.

Out of State Clinical Practice

Candidates who are unable to complete their clinical practice experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their clinical practice online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for clinical practice placement.
- Candidates must enroll in the remaining Clinical Practice Seminars online while completing their clinical practice experience.
- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours (or as required by state of residency) of verified clinical experiences, cov-
erating a variety of developmental levels from ages birth through 18 years of age. The focus of each clinical experience will relate to specific course content and will follow a structured format. Three guided clinical experience evaluations are required for MAED/TED-E students. Two guided clinical experience evaluations are required for MAED/TED-S students. These evaluations must be maintained and reviewed as specified in the handbook/courses. Documentation of clinical experience will be reviewed by campus staff and faculty prior to clinical practice. Candidates must work with their campus and follow necessary guidelines to arrange clinical experience. Students who have failed to meet program requirements for My Time Log must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-entry for the MAED/TED-S
- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice can complete within their original deadline may reenter their original program version. However, if the state certification requirements have changed since a candidate went out of attendance needing only clinical practice in addition to the admissions paperwork required by the University Re-entry policy, the candidate must complete an Enrollment Agreement Addendum before reentry to the original program version will be approved.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their clinical practice must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/TED-S
- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion, candidates must complete a University of Phoenix graduation application in order to receive a diploma and be degree conferred. 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.

Signature Assignments for the MAED/TED-S
- The College of Education requires students to submit specific signature assignments from selected courses within the program for evaluation and verification that students are meeting program standards. Data collected through signature assignments are then used by College personnel for accreditation and continuous program improvement.

Arizona Teaching Intern Certificate Program
Arizona Teaching Intern Pathway to Certification
Requirements for initial issuance of the teaching intern certificate:
- A Bachelor's degree or higher from a regionally accredited institution
- A valid fingerprint card issued by the Arizona Department of Public Safety
- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.

Requirements for continued issuance of Arizona Teaching Intern Certification:
- Students must be continuously enrolled

Master of Arts in Education/Educational Studies
The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: This program is not eligible for Federal Student Financial Aid funds.

Program Purpose
The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX Initial Licensure Program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Students must select one course from each Elective category selection below to complete the 6 credit requirement:

**Elective One, 3 total credits**
- AET 500.......................................................... 3 credits
- Foundations of Adult Learning Theory
- AET 552.......................................................... 3 credits
- Marketing Adult Education
- AET 560.......................................................... 3 credits
- Facilitating Change
- AET 562.......................................................... 3 credits
- Social Media for Professional Learning

University of Phoenix, 2018-2019

COLLEGE OF EDUCATION (Phoenix)
Elective Two, 3 total credits

CUR 520.......................................................................................3 credits
Advocating for Learning
CUR 525.......................................................................................3 credits
Ethical Issues in Education
CUR 550.......................................................................................3 credits
Engaging in Communities of Practice
CUR 555.......................................................................................3 credits

Professional Learning for Continuous Improvement

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH

Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.

Program Student Learning Outcomes

MAED/TED-E
MAED/TED-S
MAED/SPE
MAED/ECH

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ci.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program:

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
• Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
• Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516 ................................. 1 credit
  Professional Communications
CUR 505 ...................................... 3 credits
  Social and Global Perspectives of Teacher Leadership
CUR 506 ...................................... 3 credits
  Theories and Best Practices of Curriculum and Instruction
CUR 515 ~ .................................... 3 credits
  Critical Thinking and Innovative Skills
CUR 520 ...................................... 3 credits
  Advocating for Learning
CUR 525 ...................................... 3 credits
  Ethical Issues in Education
CUR 530 ~ .................................... 3 credits
  Assessment and Evaluation Models
CUR 535 ~ .................................... 4 credits
  Research for Improved Practice
CUR 540 ...................................... 3 credits
  Methods of Coaching in the Instructional Setting
CUR 545 ...................................... 3 credits
  Using Technology for Teaching and Learning
CUR 550 ...................................... 3 credits
  Engaging in Communities of Practice
CUR 555 ...................................... 3 credits
  Professional Learning for Continuous Improvement

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

Additional Admission Requirements for the MAED/CI
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/CI
• The completion of a minimum of 35 credits.
• A minimum grade point average (GPA) of 3.0.

• The diploma awarded for this program will read as: Master of Arts in Education
  Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.
Students in this program may waive a maximum of 12 credits from their required course of study.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a foreign institution recognized/authorized by the country’s Ministry of Education.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization. Students in the MAED/CI who waive courses using an approved certification may exceed the maximum waiver limit for their program.

The following courses in the Required Course of Study may not be waived: COM 516
Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
</table>
| MAED/TED-E      | COM 516 (1 credit)  
                  | CUR 530 (3 credits)  
                  | CUR 535 (4 credits)  
                  | CUR 550 (3 credits)  |
| MAED/TED-S      | COM 516 (1 credit)  
                  | CUR 530 (3 credits)  
                  | CUR 535 (4 credits)  
                  | CUR 550 (3 credits)  |

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers
will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Basic Skills proficiency
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program.

Re-entry for the MAED/CI

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.
CREDIT-BEARING CERTIFICATE 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.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

  - or-

  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

  - or-

  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

  - or-

  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

  - or-

  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

  - or-

  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

Applicants who reside in the United States must meet one of the following requirements:

- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies
- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
- Have been granted asylum or refugee status.

Applicants who reside in Canada must meet one of the following requirements:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.

Completion of any state-specific required documents or forms.

Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
• Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
• Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

**Program Length**

The established "normal time" to complete a certificate program is specified on the Gainful Employment Program Disclosure for that program. Generally, the "normal time" is as follows: Education - 25 weeks, Health Services Administration - 30 to 40 weeks, Business - 27 to 36 weeks. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

**CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - UNDERGRADUATE**

**Small Business Management and Entrepreneurship Certificate (Undergraduate)**

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Small Business and Entrepreneurship certificate provides students with the skills necessary to establish and operate a small business or entrepreneurial enterprise through the successful management of planning, marketing, financial management, and integrated business operations. Upon completion of this program, students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-sbe.

**Required Course of Study for the CERT/SBE**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

**Small Business and Entrepreneurship Core, 9 total credits**

- MGT 401 .................................................................3 credits
- The Small Business: Structure, Planning, Funding
- MKT 431 ~ .................................................................3 credits
- Small Business Marketing
- FIN 375 ~ .................................................................3 credits
- Financial Management in the Small Business

**Small Business and Entrepreneurship Electives, 6 total credits**

Students must choose 2 of the following courses:

- MGT 418 ~ .................................................................3 credits
- Evaluating New Business Opportunities
- HRM 300 ~ .................................................................3 credits
- Fundamentals of Human Resource Management
- MKT 440 ~ .................................................................3 credits
- Fundamentals of Digital Marketing

**Additional Admission Requirements for the CERT/SBE**

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School. All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body. GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

**Certificate Completion Requirements for the CERT/SBE**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning this certificate will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)
Residency Requirements and Course Waivers for the CERT/ SBE

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

The following course may not be waived: MGT 465

Re-entry for the CERT/SBE

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Operations Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization’s operations division. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, and identify global sourcing opportunities to enhance the efficiency of an organization’s operations management division.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ops.

Required Course of Study for the CERT/OPS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 375</td>
<td>Supply Chain Information Management in Online Environments</td>
<td>3 credits</td>
</tr>
<tr>
<td>ISCOM 305</td>
<td>Managing Quality in the Supply Chain</td>
<td>3 credits</td>
</tr>
<tr>
<td>ISCOM 374</td>
<td>Integrated Logistics Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students must choose 3 of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCOM 361</td>
<td>Service Operations Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>ISCOM 385</td>
<td>Lean Enterprise</td>
<td>3 credits</td>
</tr>
<tr>
<td>ISCOM 472</td>
<td>Global Value Chain Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Additional Admission Requirements for the CERT/OPS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HSSET examination with a passing score.
- Applicants must have access to a suitable work environment for completion of course assignments.
Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: ISCOM 374

Re-entry for the CERT/OPS

With the exception of AAEE, BSED/E, BSLs, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mkt.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
Additional Admission Requirements for the CERT/MKT

Students must choose 3 of the following:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- A minimum grade point average (GPA) of 2.0.
- Completion of a minimum of 18 credits.

Certificate Completion Requirements for the CERT/MKT

The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Marketing

- MKT 421 ............................................................................. 3 credits
- MKT 435 ............................................................................. 3 credits
- Consumer Behavior
- MKT 498 ............................................................................. 3 credits

Integrated Marketing Strategies

Students must choose 3 of the following:

- BRM 353 ............................................................................. 3 credits
- Product and Brand Management
- MKT 411 ............................................................................. 3 credits
- Green Marketing
- MKT 438 ............................................................................. 3 credits
- Public Relations
- MKT 441 ............................................................................. 3 credits
- Marketing Research
- MKT 444 ............................................................................. 3 credits
- Hospitality Marketing
- MKT 440 ............................................................................. 3 credits
- Fundamentals of Digital Marketing

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

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: MKT 498

Re-entry for the CERT/MKT

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version. Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Hospitality Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business or Bachelor of Science in Management and must be completed via the Online modality.

The Hospitality Management certificate will prepare students for careers in the hospitality industry. The program emphasizes the development of skills in lodging management; service operations management; events and recreation planning; and facilities management. Upon completion of this program students will possess the knowledge and skills needed to become leaders in the hospitality industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-hpm.

Required Course of Study for the CERT/HPM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). MGT 312 .................................................................3 credits
Organizational Behavior for Managers
HM 370 ~ .................................................................3 credits
Hospitality Management
HM 475 ~ .................................................................3 credits
Hospitality Decision Analysis
Students must choose 3 of the following:
BIS 303 ~ .................................................................3 credits
Managing Information Technology in the Hospitality Industry
ISCOM 386 .................................................................3 credits
Service Operations Management
MGT 314 ~ .................................................................3 credits
Hospitality Entrepreneurship
MGT 455 ~ .................................................................3 credits
Risk Management in the Hospitality Industry
MKT 444 ~ .................................................................3 credits
Hospitality Marketing

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

Additional Admission Requirements for the CERT/HPM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HPM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

The certificate awarded for this program will read as: Hospitality Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HPM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
Human Resource Management Certificate
(Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-hrm.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 ........................................................................................ 3 credits
Fundamentals of Human Resource Management
MGT 434 ~ .............................................................................. 3 credits
Employment Law
HRM 324 ~ .............................................................................. 3 credits
Total Compensation
HRM 420 ~ .............................................................................. 3 credits
Human Resource Risk Management
HRM 326 ~ .............................................................................. 3 credits
Employee Development
HRM 498 ~ .............................................................................. 3 credits
Strategic Human Resource Management and Emerging Issues

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

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
  - Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: HRM 498

Re-entry for the CERT/HRM

With the exception of AAE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-mgt.
Required Course of Study for the CERT/MGT
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
MGT 312 .......................... 3 credits
Organizational Behavior for Managers
MGT 498 ~ ................................................. 3 credits
Strategic Management
Students must choose 4 of the following:
ACC 400 ~ ................................................. 3 credits
Accounting for Decision Making
BRM 355 ~ ................................................. 3 credits
Product and Brand Management
CPMGT 300 ~ ............................................ 3 credits
Project Management
FIN 419 ~ ................................................. 3 credits
Finance for Decision Making
HM 370 ~ .................................................. 3 credits
Hospitality Management
HRM 300 ~ ................................................. 3 credits
Fundamentals of Human Resource Management
HRM 326 ~ .................................................. 3 credits
Employee Development
ISCOM 305 ~ .......................................... 3 credits
Systems Operations Management
ISCOM 370 ~ ............................................. 3 credits
Strategic Supply Chain Management
LDR 300 ~ .................................................. 3 credits
Innovative Leadership
MGT 317 ~ .................................................. 3 credits
Critical Skills in Management
MGT 411 ~ .................................................. 3 credits
Innovative and Creative Business Thinking
MGT 418 ~ .................................................. 3 credits
Evaluating New Business Opportunities
MGT 420 ~ .................................................. 3 credits
Managing Quality in the Supply Chain
MGT 422 ~ .................................................. 3 credits
Managing Change in the Workplace
MKT 445 ~ .................................................. 3 credits
Sales, Tools and Strategies
MKT 448 ~ .................................................. 3 credits
Web Analytics for Digital Marketing
OI 370 ~ .................................................... 3 credits
Innovation for the 21st Century
MGT 445 ~ .................................................. 3 credits
Organizational Negotiations
MUS 320 ...................................................... 3 credits
The Music Business Today
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT
A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.
All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 2.0.
• Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
• The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT
• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
• Students in this program may waive a maximum of 3 credits from their required course of study.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  • The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  • The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

The following course may not be waived: MGT 498

Re-entry for the CERT/MTG

With the exception of AAEE, BSED/E, BLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Project Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Project Management certificate focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-pm.

Required Course of Study for the CERT/PM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Project Management Core, 12 total credits

CPTG 300 ~ .................................................................3 credits
Project Management
CPTG 301 ~ .................................................................3 credits
Strategic Portfolio and Project Management
CPTG 302 ~ .................................................................3 credits
Procurement and Risk Management
CPTG 303 ~ .................................................................3 credits
Project Estimating and Control Techniques

Project Management Electives, 3 total credits

Students must choose one of the following courses:

CPTG 304 ~ .................................................................3 credits
Leading Projects in Organizations
CPTG 310 ~ .................................................................3 credits
Project Management Methodologies
CPTG 311 ~ .................................................................3 credits
Agile Project Management with Scrum Methodology
CPTG 312 ~ .................................................................3 credits
Program Management
MGT 445 ~ .................................................................3 credits
Organizational Negotiations

Project Management Capstone, 3 total credits

CPTG 305 ~ .................................................................3 credits
Project Management Capstone
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/PM

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
The certificate awarded for this program will read as: Experiential Learning (essay) credit is not eligible to waive. Students must meet established University residency requirements and course waivers for the CERT/PM. Students in this program may waive a maximum of 3 credits from their required course of study. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.
- The following course may not be waived: CPMGT 305

Re-entry for the CERT/PM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-finp.

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FIN 370</td>
<td>Finance for Business</td>
<td>3 credits</td>
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<tr>
<td>FIN 420</td>
<td>Personal Financial Planning</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 486</td>
<td>Strategic Financial Management</td>
<td>3 credits</td>
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<td>FIN 366</td>
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<td>FIN 402</td>
<td>Financial Institutions</td>
<td>3 credits</td>
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<td>FIN 467</td>
<td>Investment Fundamentals and Portfolio Management</td>
<td>3 credits</td>
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<td>FIN 422</td>
<td>Real Estate Investment</td>
<td>3 credits</td>
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<td>FIN 428</td>
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<td>3 credits</td>
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<tr>
<td>FIN 428</td>
<td>Insurance for Financial Planning</td>
<td>3 credits</td>
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</table>

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School. All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

• Completion of a minimum of 18 credits.

• A minimum grade point average (GPA) of 2.0.

• Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

• The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ FINP

• Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

• Students in this program may waive a maximum of 3 credits from their required course of study.

• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

  • The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better or comparable passing benchmark for nontraditional credits.

  • The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

• Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

• The following course may not be waived: FIN 486

Re-entry for the CERT/FINP

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
CERTIFICATE PROGRAMS FOR SCHOOL OF BUSINESS - GRADUATE

Graduate Certificate in Human Resource Management

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Graduate Human Resource Management Certificate Program 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/g-hrm.

Required Course of Study for the G-HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 546 .................................................................................. 3 credits
Human Resource Law
HRM 548 .................................................................................. 3 credits
Recruitment and Retention Practices
HRM 552 .................................................................................. 3 credits
Organizational Training and Development
HRM 558 .................................................................................. 3 credits
Research in Human Resource Management
HRM 595 ~ .................................................................................. 3 credits
Human Resource Capstone Course

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

Additional Admission Requirements for the G-HRM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must 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.

Certificate Completion Requirements for the G-HRM

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 15 credits.
- All students must meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Graduate Human Resource Management.

Residency Requirements and Course Waivers for the G-HRM

Completion of a minimum of 12 credits of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 3 credits from their required course of study.

Students who have completed graduate University of Phoenix course work that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 595

Re-entry for the G-HRM

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
**Graduate Accounting Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

Students in the Graduate Accounting Certificate will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The Graduate Accounting Certificate is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, students may be planning to take the CPA exam and will utilize CPA Test Preparation software in conjunction with their course work.

*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 for the CPA exam and apply for licensure or certification as a CPA. While completing this program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-g-acc.

**Program Student Learning Outcomes**

In addition to the knowledge and skills related to the University Learning Goals, School of Business graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program:

- Students will differentiate key accounting principles in the organization, process and interpretation of data to make informed decisions.
- Students will synthesize pertinent information free from distortions, personal bias and conflicts of interest to support ethical, legal and professional standards.
- Students will evaluate decision-making options necessary to form appropriate conclusions to advance organizational goals.
- Students will apply key accounting concepts to solve critical business issues in the following domains of the MSA program:
  - Auditing and attestation
  - Financial accounting and reporting
  - Professional responsibilities and business law
  - Federal taxation
  - Business environment and concepts

**Preferred Sequence for the CERT/G-ACC**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

**Foundational Coursework**

- ACC 561 ~ ................................................................. 3 credits
- ACC 541 ~ ................................................................. 3 credits
- Accounting Theory & Research

**Graduate Accounting Certificate Electives (Choose 3):**

- 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
- ETH 557 ~ ................................................................. 3 credits
- Accounting Ethics

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

**General Information for the CERT/G-ACC**

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding “Certificate Track” graduate program.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

**Additional Admission Requirements for the CERT/G-ACC**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• Applicants must have access to a suitable work environment for the completion of course assignments.
• A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/G-ACC
• Completion of a minimum of 15 credits.
• A minimum grade point average (GPA) of 3.0.
  • Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  • Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
• Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement.
• The certificate awarded for this program will read as: Graduate Accounting

Residency Requirements and Course Waivers/Competency for the CERT/G-ACC
Completion of a minimum of 12 credit of the required course of study to meet University residency requirements.
Students in this program may waive a maximum of 3 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 that meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: ACC 541

Re-entry for the CERT/G-ACC
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version. Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.
CERTIFICATE PROGRAMS FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION

Long Term Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

As the needs of the long-term care population evolve, there is a growing market for long-term care products and services. The long-term care certificate focuses on increasing the knowledge and skills essential to work with various populations across the lifespan that require long-term care. Courses focus on long-term care administration, health and wellness, legal issues and perspectives, programs and services, as well as alternative living environments for populations that require long-term care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ltc.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will apply concepts of long-term care administration within the industry.
- Learners will analyze health and wellness concepts to address the needs of various Long Term Care populations.
- Learners will integrate ethical principles into all aspects of the Long Term Care industry.
- Learners will explain products and services to address the needs of various Long Term Care populations.

Required Course of Study for the LTC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

- GEN 200 ..................................................................................3 credits
- Foundations for General Education and Professional Success

- HCS 437 ..................................................................................3 credits
- Long-term Care Administration

- HCS 433 ..................................................................................3 credits
- Dimensions of Health and the Older Adult

- LTC 315 ~ .................................................................3 credits
- Alternative Living Environments

- LTC 328 ~ .................................................................3 credits
- Legal Perspectives in Aging

- LTC 310 ~ .................................................................3 credits
- Social and Community Related Programs and Services

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

General Information

This certificate program may be taken on its own or may be earned en-route to earning a bachelor's degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding ‘Certificate Track’ bachelor's program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelor's program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the LTC

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the LTC

- Completion of a minimum of 18 credits.

- A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- All students must complete the minimum number of credits required by their certificate program.

- The certificate awarded for this program will read as: Long Term Care

Residency Requirements and Course Waivers for the LTC

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request. Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy. The following course in the Required Course of Study may not be waived:

GEN 200

Re-entry for the LTC

With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Health Care Informatics Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate program is designed for health care and nurse professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with little or 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. The 10 credit-bearing specialization is available as a certificate program for post-baccalaureate students. The four courses in the informatics specialization certificate program are available at campuses offering nursing or health care degree programs using a variety of delivery methods.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hci.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will analyze informatics in health administration contexts to inform strategic data sourcing and decision-making.
- Learners will distinguish the ways in which data are utilized across diverse health information systems.
- Learners will critique health information system implementation and interaction across the health sector.

Required Course of Study for the HCI

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 504 ~................................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

HCl 500 ~................................................................................. 3 credits
Concepts of Health Care Informatics

HCl 520 ~................................................................................. 3 credits
Data Management and Design

HCl 510 ~................................................................................. 3 credits
Systems Life Cycle

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the HCI

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (e.g., JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of one year of full-time post high school work experience or volunteer experience is required.

Certificate Completion Requirements for the HCI

- Completion of a minimum of 10 credits.
- A minimum program grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral
- The certificate awarded for this program will read as: Health Care Informatics

Residency Requirements and Course Waivers for the HCI

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 7 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to waive a course in a HCI 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 or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for their selected MHA/MBA concentration.

The following course will not be waived from the certificate program: HCS 504.

Re-entry for the HCI

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult their Academic Advisor for guidance.

Gerontology Health Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/g hc.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Learners will distinguish concepts foundational to gerontology that support the diverse health needs of older adults across the care continuum.
- Learners will appraise, from an administrative perspective, the resources available to older adults to determine these resources’ efficacy in supporting the aging process.
- Learners will assess diverse gerontology-focused organizations to identify entrepreneurial/intrapreneurial opportunities to improve health outcomes of older adults.
Required Course of Study for the GHC

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 548 ~ Foundations of Gerontology
3 credits

HCS 551 ~ Biological and psychological Aspects of Aging
3 credits

HCS 557 ~ Social and Cultural Aspects of Aging
3 credits

HCS 565 ~ Organization and Management of Aging Services
3 credits

The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the GHC

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Certificate Completion Requirements for the GHC

Completion of a minimum of 12 credits.

A minimum grade point average (GPA) of 3.0.

Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.

Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

The certificate awarded for this program will read as:

Gerontology Health Care

Residency Requirements and Course Waivers for the GHC

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 9 credits in the Required Course of Study, must be completed at UOPX.

Students in this program may waive a maximum of 3 credits from their required course of study.

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

The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Health Management Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is designed to provide a framework in health care management concepts. The courses will provide perspectives related to health care delivery services, health care management and human resources, financial accounting concepts, as well as an introduction to the legal and regulatory aspects in health care.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hm.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, School of Health Services Administration graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program:

— Learners will apply basic management concepts and skills to a variety of health care settings.
— Learners will interpret regulatory and compliance requirements in a variety of health care settings.
— Learners will explain financial concepts and accounting principles in a variety of health care settings.
Required Course of Study for the HM
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

GEN 200 .................................................................3 credits
Foundations for General Education and Professional Success
HCS 235 .................................................................3 credits
Health Care Delivery in the United States

Health Management Courses
Students must choose four courses from the following:
HCS 325 ..................................................................3 credits
Health Care Management
HCS 335 ..................................................................3 credits
Health Care Ethics and Social Responsibility
HCS 341 ..................................................................3 credits
Human Resources in Health Care
HCS 405 ..................................................................3 credits
Health Care Financial Accounting
HCS 430 ..................................................................3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 446 ..................................................................3 credits
Facility Planning
HCS 457 ..................................................................3 credits
Public and Community Health
HCS 483 ..................................................................3 credits
Health Care Information Systems

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

General Information
This certificate program may be taken on its own or may be earned en-route to earning a bachelor's degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding 'Certificate Track' bachelor's program.

Students who completed a certificate in its entirety and who later choose to enroll in a bachelor's program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the HM
All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate, CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

• Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the HM

• Completion of a minimum of 18 credits.

• A minimum grade point average (GPA) of 2.0.

• Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

• Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

• All students must complete the minimum number of credits required by their certificate program.

• The certificate awarded for this program will read as: Health Management

Residency Requirements and Course Waivers for the HM
Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

• The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

• The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

• The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study. Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

The following course in the Required Course of Study may not be waived: GEN 200

Re-entry for the HM
With the exception of AAEE, BSED/E, BSLS, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry. Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed
on the initial application for admission, and any additional college credits listed on the re-entry paperwork are not required to enroll in the First-Year Sequence upon re-entry.

Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN 200 (or equivalent) upon re-entry.

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

CERTIFICATE PROGRAMS FOR THE SCHOOL OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master’s Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, 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 courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-nad.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing administration. The course of study prepares nurses to function in leadership roles in nursing administration. Upon completion of the certificate program, nurses with a graduate degree in nursing and the required practice experience may be eligible to sit for the American Nurses Credentialing Center (ANCC) Nurse Executive – Board Certified (NE-BC) exam. For complete eligibility requirements, reference the complete NE-BC criteria (www.nursecredentialing.org).

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Required Course of Study courses must be completed in the order recommended by the University.

NSG 557 ................................................................. 3 credits
Organizational Dynamics and Systems Thinking

NSG 577 ................................................................. 3 credits
Continuous Quality Monitoring and Outcomes Improvement

NSG 547 ................................................................. 3 credits
Human Resources Management

NSG 567 ................................................................. 3 credits
Financial Resources Management in Health Care

NSG 516AD ~.................................................... 3 credits
Practicum I

NSG 517AD ~.................................................... 3 credits
Practicum II

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

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master’s degree in nursing (MSN or MN) or doctoral degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 for all graduate or doctoral coursework on the graduate or doctoral degree posted transcript is required for admission.
• Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands
  • Puerto Rico

• International students who are residents outside of the United States or approved US Territories must meet the following requirements:
  • Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
  • All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
  • All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted/unencumbered RN license.
  • Applicants who reside in Canada must meet one of the following requirements for admission:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
  • A signed Foreign Nursing Memorandum of Understanding
  • Signed Criminal Background Check Disclosure
  • Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
  • Signed FERPA Release/Drug Test or Failure to Test Results
  • Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD
• Completion of a minimum of 18 credits.
• A minimum program grade point average (GPA) of 3.0.
• The certificate awarded for this program will read as: Post Master’s Nurse Administration

Academic Progression Requirements for the CERT/NAD
• A minimum grade of C or better in all courses.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

• Clinical experiences/hours cannot be completed during work time at the student’s place of employment.
• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD
• Students in this program are required to achieve a minimum grade of “C” (2.0) in all courses. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” in any of the courses will be scholastically disqualified from the University.

• Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.

• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  • Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
  • Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD
• Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
• The courses in this program cannot be waived.

Re-entry for the CERT/NAD
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
• Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in nursing education. The course of study prepares nurses for roles within nursing education in a variety of educational and practice settings. Upon completion of the certificate, nurses with graduate degrees (or higher) and designated teaching experience may be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) exam. For complete eligibility requirements, reference the complete NLN CNE criteria (www.nln.org).

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Required Course of Study courses must be completed in the order recommended by the University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 531</td>
<td>Program and Course Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 532</td>
<td>Innovative Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 533</td>
<td>Educational Assessment and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 534</td>
<td>Facilitating Engaged Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 516ED</td>
<td>Practicum I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NSG 517ED</td>
<td>Practicum II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ned.
• All Canadian students must complete the Canadian RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
• Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
• A signed Foreign Nursing Memorandum of Understanding
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results
• Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED
• Completion of a minimum of 18 credits.
• A minimum program grade point average (GPA) of 3.0.
• The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED
• Minimum grade of C or better in all courses.
• Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
• Clinical experiences/hours cannot be completed during work time at the student's place of employment.
• Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED
• Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
• Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  - Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  - Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
• Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
• Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NED
• Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
• The courses in this program cannot be waived.

Re-entry for the CERT/NED
• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.
• Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.
• Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
• An appeal will be required for re-entry students to re-enroll in their program if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student's program version is still the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
  - The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.
• Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.
Post Master's Certificate/Family Nurse Practitioner

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states.

The Family Nurse Practitioner Post Master’s Certificate is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today’s challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure.

The Family Nurse Practitioner Post Master’s certificate curriculum consists of 41 credits.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/fnp.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Courses requiring a minimum grade of "B" for successful completion are identified by a + symbol following the course number. All general academic policies of the University of Phoenix are applicable.

Introduction, 1 Total Credit

HCS 504 .................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Pharmacology, 3 Total Credits

HCS 507 ~ + ............................................................3 credits
Advanced Pharmacotherapeutics

Pathophysiology, 4 Total Credits

HCS 510 ~ + .............................................................4 credits
Advanced Pathophysiology

Role, 3 Total Credits

NRP 505 ~ + ...............................................................3 credits
Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits

NRP 516 ~ + ...............................................................4 credits
Advanced Health Assessment

Clinical and Practicum, 6 Total Credits

NRP 552 ~ + ...............................................................2 credits
Clinical Procedures

NRP 566 ~ + ...............................................................4 credits
Preceptorship

Leadership, 3 Total Credits

NUR 550 ~ + ..............................................................3 credits
Issues in Advanced Practice

Pediatrics, 5 Total Credits

NRP 540 ~ + ............................................................5 credits
Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits

NRP 545A ~ + .............................................................4 credits
Adult and Geriatric Management

NRP 545B ~ + .............................................................4 credits
Adult and Geriatric Management

Women’s Health, 4 Total Credits

NRP 560 ~ + ............................................................4 credits
Management of Women’s Health Issues

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

Additional Admission Requirements for the FNP

All applicants are expected to meet the following admissions requirements:

- A graduate degree in nursing (MSN or MN) from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- Current employment is not a requirement for admission.

- FNP Program Manager’s signature on the applicant’s Program Eligibility Verification letter, transcripts, and resume. Evidence that these requirements have been met must be uploaded to the student’s eXp file along with the Program Eligibility Verification letter.

  - Equivalent grade of “B-” or better in undergraduate core science courses. Core science courses include: Chemistry, Biology, Anatomy and Physiology, Pharmacology, Pathophysiology and Microbiology.

  - A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one-year experience (from the two years clinical based RN experience), in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER), or comparable experiences. The remaining year can be fulfilled with health care experience.

  - Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:

    - 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.
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results
• Enrollment Agreements signed 7/1/2016 or later, signed Clinical Assurance Statement form

Additional Academic Progression Requirements for the FNP

• Students in the FNP certificate program are required to earn a minimum grade of "B" in all nurse practitioner courses.
• Students in this program are limited to a maximum of two attempts to complete all courses with a passing grade.
• Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, HCS 507, HCS 510, 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 and may not be taken concurrently with any other course. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560.
• Following completion of the clinical courses NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560, students may progress to NRP 566 Preceptorship.
• All students must have the following documentation current and in effect by the end of HCS 510 Advanced Pathophysiology and throughout the remainder of the Required Course of Study:
  • Documentation of current medical information including a Hepatitis B immunization or titer (or signed University of Phoenix declination form), negative TB skin test or University of Phoenix TB symptom survey questionnaire, and immunization against measles and Rubella (MMR/MR) and Tetanus/Diphtheria (TD).
  • Current Basic Cardiac Life Support certification (BCLS).
  • Completed and verified negative criminal background check.
  • Practice lab participation release form.
• Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.

Minimum Grade Requirements for the FNP

• Students in the FNP certificate program are required to earn a minimum grade of "B" in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. Students are allowed one attempt to repeat only one (1) nursing practitioner course. The student will not be permitted to continue in the program unless an additional attempt is approved by the School of Nursing through the submission of a student appeal. Students may only repeat one class which caused them to be placed on Scholastic Disqualification one time. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
  • Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
  • Completion of the academic progression student agreement form, signed by the student and returned to Campus College Chair, or designee.
  • Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
  • Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Certificate Requirements for the FNP

• A minimum of 41 graduate credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
• The certificate awarded for this program will read as: Family Nurse Practitioner

Residency Requirements and Course Waivers for the FNP

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 26 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from the Required Course of Study based upon review of previous nurse practitioner coursework or equivalent by the Dean of Nursing via the Student Appeals Center (SAC).

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, NRP 506

Re-entry for the FNP

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student to this program.

Re-entry students may re-enroll into their program version if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version. An appeal will be required for re-entry students to re-enroll in their program if:

- The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- The student’s program version is the most current offered in their state or jurisdiction but they are unable to complete the remaining program requirements within the original program completion deadline.
- The student wishes to return to a prior program version and the student can complete their remaining requirements within the original program completion deadline.

Re-entry students will be required to submit an admissions application as well as all forms and documents required for readmission to the program at the time of re-entry.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Advanced Cyber Security Certificate (Undergraduate)

The following certificate program may be offered at University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Cyber Security Certificate concentrates on the concepts and principles of securing and protecting the information assets of the organization. The areas of information assurance, systems security, risk management, cryptography, cyber security and enterprise security are covered in this certificate. This program helps prepare for industry certifications such as the ISC2 Systems Security Certified Practitioner (SSCP) and Certified Information Systems Security Professional (CISSP).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-acs.

Program Category Requirements for the CERT/ACS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cyber Security, 18 total credits

Select 18 credits from the following:

CMGT 230 ............................................................................................................ 3 credits
Fundamentals of SSCP

CMGT 400 ............................................................................................................ 3 credits
Intro to Information Assurance & Security

CMGT 430 ............................................................................................................ 3 credits
Enterprise Security

CMGT 431 ............................................................................................................ 3 credits
Information Systems Security

CMGT 432 ............................................................................................................ 3 credits
Introduction to Cryptography

CMGT 433 ............................................................................................................ 3 credits
Cyber Security

CMGT 442 ............................................................................................................ 3 credits
Information Systems Risk Management

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

General Information for the CERT/ACS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/ACS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/ACS

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.00.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.

- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.

- The certificate awarded for this program will read as: Advanced Cyber Security (Undergraduate)
Residency Requirements and Course Waivers for the CERT/ACS

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill articulation agreement requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

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

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-Entry for the CERT/ACS

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline.

Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Advanced Software Developer Certificate
(Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Advanced Software Developer Certificate concentrates on principles of software application development. This certificate explores modern software development though the use of multiple modern application programming languages as well as mobile programming and software architecture principles. This program helps preparation for industry certifications such as the C++ Certified Professional Programmer, Oracle Certified Professional JAVA SE Associate and Professional Programmer (OCP) and Microsoft C# and VB certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-asd.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to explain and apply fundamentals of software application development.
- Students will be able to apply concepts learned toward industry certifications.
Program Category Requirements and Prerequisites for the CERT/ASD

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Software Developer, 18 total credits

- BSA 385 ................................................................. 3 credits
- Intro to Software Engineering
- CSS 422 ................................................................. 3 credits
- Software Architecture
- POS 408 ................................................................. 3 credits
- POS 409 ................................................................. 3 credits
- .NET I
- .NET II
- PRG 410 ................................................................. 3 credits
- C++ Programming I
- PRG 420 ................................................................. 3 credits
- Java Programming I
- PRG 421 ~ ................................................................. 3 credits
- Java Programming II

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

General Information for the CERT/ASD

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/ASD

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/ASD

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Software Developer (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ASD

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

Experiential Learning (essay) credit is not eligible to waive courses in the required course of study. Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student’s required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-entry for the CERT/ASD

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic...
Advisor for guidance.

**Advanced Networking Certificate (Undergraduate)**

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Advanced Networking Certificate is designed to provide comprehensive coverage of networking topics including the OSI model, network topologies, network protocols, network operating systems, as well as network architecture, network design and management. Comprehensive coverage of local area, wide area, and wireless networks including performance and service levels are addressed in this concentration. This certificate also provides an exposure to network modeling and measuring of network performance.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-an.

**Program Student Learning Outcomes**

In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply fundamentals of networking.
- Students will be able to design and administer Windows Server infrastructure.

**Program Category Requirements for the CERT/AN**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

**Networking, 18 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTC 320</td>
<td>Network Design Associate</td>
<td>3</td>
</tr>
<tr>
<td>NTC 324</td>
<td>Network Server Configuration</td>
<td>3</td>
</tr>
<tr>
<td>NTC 326</td>
<td>Administering Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>NTC 328</td>
<td>Advanced Windows Services</td>
<td>3</td>
</tr>
<tr>
<td>NTC 362</td>
<td>Fundamentals of Networking</td>
<td>3</td>
</tr>
<tr>
<td>NTC 409</td>
<td>Global Network Architecture and Design</td>
<td>3</td>
</tr>
<tr>
<td>POS 433</td>
<td>UNIX Networking</td>
<td>3</td>
</tr>
<tr>
<td>NTC 340</td>
<td>Desktop Virtualization</td>
<td>3</td>
</tr>
<tr>
<td>NTC 345</td>
<td>Cloud Virtualization</td>
<td>3</td>
</tr>
<tr>
<td>NTC 350</td>
<td>Data Center Virtualization</td>
<td>3</td>
</tr>
<tr>
<td>NTC 412</td>
<td>Data Center Virtualization Administration</td>
<td>3</td>
</tr>
<tr>
<td>NTC 414</td>
<td>Data Center Virtualization Design</td>
<td>3</td>
</tr>
<tr>
<td>NTC 300</td>
<td>Cloud Technologies</td>
<td>3</td>
</tr>
<tr>
<td>NTC 302</td>
<td>Network Web Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Information for the CERT/AN**

This certificate program may be taken on its own or may be earned en-route to earning a degree.

**Additional Admission Requirements for the CERT/AN**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Signed Hardware/Software Agreement

**Certificate Completion Requirements for the CERT/AN**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Advanced Networking (Undergraduate)

**Residency Requirements and Course Waivers for the CERT/AN**

Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request. Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to six (6) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill certificate degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Eligible students who have attended a SOC Member Institution and have successfully completed equivalent courses according to the SOC Transfer Tables may transfer all equivalent courses into a student's required course of study as a waiver if the courses meet the minimum grade and timeframe as stated in policy.

Re-entry for the CERT/AN

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Cyber Security Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Information Technology and must be completed via the Online modality.

The Graduate Cyber Security certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts; Financial Accounting; IS Auditing Processes; IT Governance and Management; Acquisition, Development, and Support of IS, and Information Assets Protection. Courses in this certificate can be used to help prepare for ISACA industry certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-g-cs.

Program Category Requirements for the CERT/G-CS

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cyber Security, 18 total credits

Select Eighteen (18) Credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 537</td>
<td>Financial Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 505</td>
<td>IS Auditing Processes</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 510</td>
<td>IT Governance and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 515</td>
<td>Acquisition, Development and Implementation of IS</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 520</td>
<td>Operations, Maintenance and Support of IS</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 525</td>
<td>Information Assets Protection</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 568</td>
<td>Information Systems Concepts</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

General Information for the CERT/G-CS

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-CS

All applicants are expected to meet the following admissions requirements:

- or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement
Certificate Completion Requirements for the CERT/G-CS
• Completion of a minimum of 18 credits.
• A minimum grade point average (GPA) of 3.0.
  • Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  • Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
• The certificate awarded for this program will read as: Graduate Cyber Security

Residency Requirements and Course Waivers for the CERT/G-CS
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 6 credits from their required course of study.
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 (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better;
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the CERT/G-CS
Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

Graduate Business Analytics Certificate
The following certificate program may be offered at these University of Phoenix campus locations: Phoenix. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Master of Information Systems and must be completed via the Online modality.

The Graduate Business Analytics Certificate is designed to provide specific theories, competencies, and skills necessary for success in the field of Business Analytics. This certificate will examine a number of methodologies and tools important to the discipline such as Information Systems Concepts, Database Management, Statistics, IT Architecture, Data Relationship Management, Customer Relationship Management, Analytic Programming and Statistical Business Analytics. Courses in this certificate can be used to help prepare for Oracle and SAS industry certifications.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-g-ba

Program Student Learning Outcomes
In addition to the knowledge and skills related to the University Learning Goals, College of Information Systems and Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
• Students will be able to develop and plan for the maintenance of databases for storage of business data and use in business analytics.
• Students will be able to retrieve and analyze data using appropriate statistical operations for use in decision making within an organization.

Required Course of Study for the CERT/G-BA
Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select 18 credits from the following course selections:
BSA 530 .................................................................3 credits
IT Architecture
BSA 540 .................................................................3 credits
Data Relationship Management
BSA 550 .................................................................3 credits
Customer Relationship Management
The certificate awarded for this program will read as:

- A minimum grade point average (GPA) of 3.0.
- Completion of a minimum of 18 credits.

Certificate Completion Requirements for the CERT/G-BA

General Information for the CERT/G-BA

This certificate program may be taken on its own or may be earned en-route to earning a graduate degree.

Additional Admission Requirements for the CERT/G-BA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 for all undergraduate coursework on the undergraduate degree posted transcript is required for admission.
- Signed Hardware/Software Agreement

Certificate Completion Requirements for the CERT/G-BA

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their graduate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a graduate program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Business Analytics

Residency Requirements and Course Waivers for the CERT/G-BA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

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 (5 years for IS&tT courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better;
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Re-entry for the CERT/G-BA

Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction and the student has the ability to satisfy all program requirements within their original program completion deadline. Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.

Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult their Academic Advisor for guidance.

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)
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TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

New Students
New Students enrolled on or after 1/17/2018, who meet one of the criteria below as of 1/17/2018, will be charged the tuition rates listed in the "New Students Enrolled on or after 1/17/2018" section (column 1) of the price tables in the ensuing pages. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

- Individuals enrolling at University of Phoenix who do not have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University.
- University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program.
- Students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted).
- University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral).
- University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Continuing Students
All Continuing Students, who meet one of the criteria below as of 2/16/2018, will be charged the tuition rates listed in the "Continuing Students Effective 2/16/2018" section (column 1) of the price tables in the ensuing pages (and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions), EXCEPT those who fall into any of the following exception categories:

Exception Categories

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates #

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, The Advancing Nurse Leadership Scholarship, The Non Degree Alumni Discount, and/or employer tuition reductions #

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program #

d) Continuing Students in any MAED or MSC program #

- University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted)

- University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted)

- University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted)
University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/16/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

# The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to continuing students who have chosen to remain on their tuition reduction program listed above in subsection 'b', continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' above), continuing students in any MAED or MSC program, or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates.

1. Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates shown in column 2 of the price tables on the ensuing pages are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

2. Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown in column 3 are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

3. Continuing Students Enrolled Prior to 3/17/2015: The rates shown in column 4 below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.
### UNDERGRADUATE TUITION PER CREDIT (Phoenix)

<table>
<thead>
<tr>
<th>Program/Certificate/Single Course</th>
<th>1 Amount* - New** Students Enrolled on or After 1/17/18 and Continuing Students Effective 2/16/2018</th>
<th>2 Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>3 Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016</th>
<th>4 Amount* - Continuing** Students Enrolled Prior to 3/17/2015</th>
<th>5 Amount* - Military*** Students</th>
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</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments. **See introductory page of the Tuition and Fees section for definitions of new and continuing students. ***Note: These fees are effective for Active Duty Military personnel with a valid form of acceptable documentation. All fees are subject to change. +Resource fees are mandatory and encompass course electronic textbooks and materials, the University Library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
### Program/Certificate/Single Course

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<tr>
<th>Program/Certificate/Single Course</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>When Due</th>
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<tbody>
<tr>
<td>Amount* - New** Students Enrolled on or After 1/17/18 and Continuing Students Effective 2/16/2018</td>
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*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students.

***Note: These fees are effective for Active Duty Military personnel with a valid form of acceptable documentation. All fees are subject to change.

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, e-book collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
### GRADUATE TUITION PER CREDIT (Phoenix)

<table>
<thead>
<tr>
<th>Program/Certificate/Single Course</th>
<th>1 - Amount* - New** Students Enrolled on or After 1/17/18 and Continuing Students Effective 2/16/2018</th>
<th>2 - Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>3 - Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016</th>
<th>4 - Amount* - Continuing** Students Enrolled Prior to 3/17/2015</th>
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<td>$740.00</td>
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<tr>
<td>MSA</td>
<td>$698.00</td>
<td>$740.00</td>
<td>$740.00</td>
<td>$620.00</td>
<td>$475.00</td>
</tr>
<tr>
<td>MSC (the rate listed in column 1 is only applicable to &quot;New Students Enrolled on or after 1/17/2018&quot; - Continuing Students will be charged the applicable rate shown in columns 2-4)</td>
<td>$698.00</td>
<td>$475.00</td>
<td>$475.00</td>
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<td>$465.00</td>
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<td>CERT/MLFC</td>
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<td>$475.00</td>
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<td>GHC</td>
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<tr>
<td>G-HRM</td>
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<td>$740.00</td>
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<td>HCI</td>
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<tr>
<td>CERT/NED</td>
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<td>$510.00</td>
<td>$475.00</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students.

***Note: These fees are effective for Active Duty Military personnel with a valid form of acceptable documentation. All fees are subject to change.

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
### FEES (Phoenix)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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<tbody>
<tr>
<td>Admission Application Fee (applicable to graduate level certificate and single course applications only)</td>
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<tr>
<td>Master of Science in Counseling Assessment Portfolio Fees:</td>
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<tr>
<td>CNSL 502</td>
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<td>CNSL 556</td>
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<td>SCHC 556</td>
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<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$ 75.00</td>
<td>When Directed Study course is scheduled.</td>
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<tr>
<td>Book and Material Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Resource Fees+ (if applicable)</td>
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<tr>
<td>Undergraduate</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>CLEP®/DSST Examination+++</td>
<td>$ 20.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Prior Learning Assessment Fees</td>
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<tr>
<td>Portfolio Submission Fee</td>
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<tr>
<td>Per Assessed Credit Fee</td>
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<tr>
<td>Check Return Fee</td>
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<td>Upon notification.</td>
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<tr>
<td>Late Payment Fee</td>
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<td>Upon notification.</td>
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<tr>
<td>Diploma Rush</td>
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<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$ 30.00</td>
<td>Upon request.</td>
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<tr>
<td>Duplicate Certificate</td>
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<td>Upon request.</td>
</tr>
<tr>
<td>Transcript</td>
<td>$ 15.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Transcript Rush</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
</tbody>
</table>

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**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University.
TUITION AND FEES - ONLINE RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered “new” or “continuing” for purposes of tuition and fees.

New Students

New Students enrolled on or after 1/17/2018, who meet one of the criteria below as of 1/17/2018, will be charged the tuition rates listed under the “New Students Enrolled on or after 1/17/2018” section (column 1) of the price tables in the ensuing pages. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

- Individuals enrolling at University of Phoenix who do not have any positive attendance (i.e. “Y” posted) in any degree or credit-bearing-certificate program course at the University.
- University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. “Y” posted), since graduating from the previous program.
- Students returning to a University of Phoenix program after having no positive attendance (“Y” posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance (“Y” posted).
- University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral).
- University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance (“Y” posted) within 365 days of the last recorded positive attendance (“Y” posted).

Continuing Students

All Continuing Students, who meet one of the criteria below as of 2/16/2018, will be charged the tuition rates listed under the “Continuing Students Effective 2/16/2018” section (column 1) of the price tables in the ensuing pages (and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions), EXCEPT those who fall into any of the following exception categories:

Exception Categories

a) Continuing Students who have chosen to opt out of the “Continuing Students Effective 2/16/2018” tuition rates #

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions. #

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program #

- University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance (“Y” posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance “Y” posted) within 365 days from the last recorded positive attendance (“Y” posted)
- University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance (“Y” posted) within 365 days of the last recorded positive attendance (“Y” posted)
- University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance (“Y” posted) within 365 days of the last recorded positive attendance (“Y” posted)
University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/1/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

The two tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to continuing students who have chosen to remain on their tuition reduction program listed above in subsection 'b', continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' above), or continuing students who have chosen to opt out of the “Continuing Students Effective 2/16/2018” tuition rates.

1. Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates shown in column 2 of the price tables on the ensuing pages are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

2. Continuing Students Enrolled Prior to 11/1/2016: The rates shown in column 3 below are those charged for students signing an enrollment agreement prior to 11/1/2016, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 11/1/2016, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 11/1/2016 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.
## UNDERGRADUATE TUITION PER CREDIT (ONLINE)

<table>
<thead>
<tr>
<th>College</th>
<th>1 Amount* - New** Students Enrolled on or After 1/17/2018 and Continuing Students Effective 2/16/2018</th>
<th>2 Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>3 Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
<th>4 Amount* - Military*** Students</th>
<th>When Due</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Recognition Program</td>
<td>$250.00</td>
<td>$250.00</td>
<td>$250.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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</tr>
<tr>
<td>Associates</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
<td></td>
</tr>
<tr>
<td>School of Business (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$415.00</td>
<td>$635.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
<td></td>
</tr>
<tr>
<td>School of Business (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$415.00</td>
<td>$635.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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</tr>
<tr>
<td>School of Nursing (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>School of Nursing (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$510.00</td>
<td>$510.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
<td></td>
</tr>
<tr>
<td>School of Health Services Administration (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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</tr>
<tr>
<td>School of Health Services Administration (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$635.00</td>
<td>$635.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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</tr>
<tr>
<td>College of Education (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>College of Education (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$420.00</td>
<td>$420.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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</tr>
</tbody>
</table>

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**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 3)
***Note: These fees are effective for Active Duty Military personnel with a valid form of acceptable documentation. All fees are subject to change.
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### College Fees

<table>
<thead>
<tr>
<th>College</th>
<th>1 Amount* - New** Students Enrolled on or After 1/17/2018 and Continuing Students Effective 2/16/2018</th>
<th>2 Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>3 Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
<th>4 Amount* - Military*** Students</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Humanities and Sciences (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>College of Humanities and Sciences (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$630.00</td>
<td>$630.00</td>
<td>$250.00</td>
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*Please note that there are exceptions to the general college rate as listed below.*

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount* - New** Students Enrolled on or After 1/17/2018 and Continuing Students Effective 2/16/2018</th>
<th>Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
<th>Amount* - Military*** Students</th>
<th>When Due</th>
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</thead>
<tbody>
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<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>BSEVS (Level 300 and Level 400)</td>
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<td>$450.00</td>
<td>$250.00</td>
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<tr>
<td>BAENG (Level 100 and Level 200)</td>
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<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BAENG (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$450.00</td>
<td>$450.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSBIO (Level 100 and Level 200)</td>
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<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
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</tr>
<tr>
<td>BSBIO (Level 300 and Level 400)</td>
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<td>BSHST (Level 300 and Level 400)</td>
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<td>$435.00</td>
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<tr>
<td>BS/COM (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$415.00</td>
<td>$415.00</td>
<td>$250.00</td>
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</tr>
<tr>
<td>BS/COM (Level 300 and Level 400)</td>
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<td>$415.00</td>
<td>$415.00</td>
<td>$250.00</td>
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</tr>
<tr>
<td>CERT/MS</td>
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<td>$250.00</td>
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</tr>
<tr>
<td>BSP (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
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</tr>
<tr>
<td>BSP (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$585.00</td>
<td>$585.00</td>
<td>$250.00</td>
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</tr>
<tr>
<td>BSCPSS (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
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<td></td>
</tr>
<tr>
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<td>BSCJA (Level 100 and Level 200)</td>
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<tr>
<td>BSCJA (Level 300 and Level 400)</td>
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<td>$610.00</td>
<td>$610.00</td>
<td>$250.00</td>
<td></td>
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<tr>
<td>BSPA (Level 100 and Level 200)</td>
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<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSPA (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$610.00</td>
<td>$610.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSAP (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$610.00</td>
<td>$610.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSAP (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$610.00</td>
<td>$610.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSIO (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$415.00</td>
<td>$415.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSIO (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$415.00</td>
<td>$415.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSAP/MT (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$415.00</td>
<td>$415.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSAP/MT (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$415.00</td>
<td>$415.00</td>
<td>$250.00</td>
<td></td>
</tr>
</tbody>
</table>

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**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 3)**

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<table>
<thead>
<tr>
<th>College</th>
<th>1 Amount* - New** Students Enrolled on or After 1/17/2018 and Continuing Students Effective 2/16/2018</th>
<th>2 Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
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<th>4 Amount* - Military*** Students</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Information Systems and Technology (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>College of Information Systems and Technology (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$635.00</td>
<td>$635.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>CCNA (students in CERT/CCNA see College of IS&amp;T rates)</td>
<td>$290.00</td>
<td>$290.00</td>
<td>$290.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>CERT/APLUS</td>
<td>$290.00</td>
<td>$290.00</td>
<td>$290.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>NETPLUS</td>
<td>$398.00</td>
<td>$398.00</td>
<td>$398.00</td>
<td>$398.00</td>
<td></td>
</tr>
<tr>
<td>BSSEC (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BSSEC (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$610.00</td>
<td>$610.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BS/OSM (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>BS/OSM (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$610.00</td>
<td>$610.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>Continuing Education for Educators</td>
<td>$175.00</td>
<td>$175.00</td>
<td>$175.00</td>
<td>$175.00</td>
<td></td>
</tr>
<tr>
<td>School of Continuing Education (Level 100 and Level 200)</td>
<td>$398.00</td>
<td>$410.00</td>
<td>$410.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>School of Continuing Education (Level 300 and Level 400)</td>
<td>$398.00</td>
<td>$635.00</td>
<td>$635.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td>Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)</td>
<td>N/A</td>
<td>$280.00</td>
<td>$280.00</td>
<td>$250.00</td>
<td></td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 3 of 3)

***Note: These fees are effective for Active Duty Military personnel with a valid form of acceptable documentation. All fees are subject to change.

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
GRADUATE TUITION PER CREDIT (ONLINE)

<table>
<thead>
<tr>
<th>College</th>
<th>1 Amount* - New** Students Enrolled on or after 1/17/2018 and Continuing Students Effective 2/16/2018</th>
<th>2 Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>3 Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
<th>4 Amount* - Military*** Students</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business</td>
<td>$ 698.00</td>
<td>$ 740.00</td>
<td>$ 740.00</td>
<td>$ 575.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>$ 540.00</td>
<td>$ 595.00</td>
<td>$ 595.00</td>
<td>$ 475.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>School of Health Services Administration</td>
<td>$ 698.00</td>
<td>$ 740.00</td>
<td>$ 740.00</td>
<td>$ 575.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>NHCE</td>
<td>$ 540.00</td>
<td>$ 595.00</td>
<td>$ 595.00</td>
<td>$ 475.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>HCI</td>
<td>$ 540.00</td>
<td>$ 595.00</td>
<td>$ 595.00</td>
<td>$ 475.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>College of Information Systems and Technology</td>
<td>$ 698.00</td>
<td>$ 740.00</td>
<td>$ 740.00</td>
<td>$ 575.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>College of Education</td>
<td>$ 540.00</td>
<td>$ 540.00</td>
<td>$ 540.00</td>
<td>$ 475.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
</tbody>
</table>

Please note that there are exceptions to the general college rate as listed below.

<table>
<thead>
<tr>
<th>College</th>
<th>CERT/T2T-E</th>
<th>CERT/T2T-S</th>
<th>CERT/ECTH</th>
<th>CERT/CTEL (For CA residents only)</th>
<th>CERT/ALT-E (FL residents only)</th>
<th>CERT/ALT-S (FL residents only)</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 280.00</td>
<td>$ 280.00</td>
<td>$ 400.00</td>
<td>$ 175.00</td>
<td>$ 275.00</td>
<td>$ 275.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>College of Humanities and Sciences</td>
<td>$ 698.00</td>
<td>$ 740.00</td>
<td>$ 740.00</td>
<td>$ 575.00</td>
<td></td>
<td></td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

***Note: These fees are effective for Active Duty Military personnel with a valid form of acceptable documentation. All fees are subject to change.

(Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
### Graduation Tuition Per Credit (Online)

<table>
<thead>
<tr>
<th>College</th>
<th>1 Amount* - New** Students Enrolled on or after 1/17/2018 and Continuing Students Effective 2/16/2018</th>
<th>2 Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>3 Amount* - Continuing** Students Enrolled Prior to 1/1/2016</th>
<th>4 Amount* - Military*** Students</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Advanced Studies</td>
<td>$810.00</td>
<td>$810.00</td>
<td>$810.00</td>
<td>$650.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>School of Continuing Education</td>
<td>$698.00</td>
<td>$740.00</td>
<td>$740.00</td>
<td>$575.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments. **See introductory page of the Tuition and Fees section for definitions of new and continuing students. ***Note: These fees are effective for Active Duty Military personnel with a valid form of acceptable documentation. All fees are subject to change. (Page 2 of 2) +Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.
## FEES (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Application Fee (applicable to graduate level certificate and</td>
<td>$ 45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td>single course applications only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Student Tuition Recovery Fund (STRF) (non-refundable)</td>
<td>Effective on</td>
<td>Upon notification.</td>
</tr>
<tr>
<td></td>
<td>January 1, 2015,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the STRF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is $0.00 per</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,000 of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>institutional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>charges, rounded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to the nearest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,000. For</td>
<td></td>
</tr>
<tr>
<td></td>
<td>charges of $1,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or less, the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$0.00.</td>
<td></td>
</tr>
<tr>
<td>Directed Study Administrative Charge (non–refundable)</td>
<td>$ 75.00</td>
<td>When Directed Study course is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>scheduled.</td>
</tr>
<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>When books and materials are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>purchased.</td>
</tr>
<tr>
<td>Additional Fees and Charges for Students Enrolled in MAED/TED-E and</td>
<td></td>
<td>Ranges of possible amounts that could</td>
</tr>
<tr>
<td>MAED/TED-S Programs</td>
<td></td>
<td>be charged to students for these</td>
</tr>
<tr>
<td></td>
<td></td>
<td>services. The actual fee charged will</td>
</tr>
<tr>
<td></td>
<td></td>
<td>depend on the services provider/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>location the student chooses to use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(these charges are paid directly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to the third party service provider</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and not to the University)</td>
</tr>
<tr>
<td>Certificate of Clearance</td>
<td>$ 132.50 - $162.50</td>
<td></td>
</tr>
<tr>
<td>TB Test</td>
<td>$ 0.00 - $50.00</td>
<td></td>
</tr>
<tr>
<td>CBEST Examination</td>
<td>$ 41.00 - $102.00</td>
<td></td>
</tr>
<tr>
<td>CSET Examination</td>
<td>$ 99.00 - $134.00</td>
<td></td>
</tr>
<tr>
<td>Portfolio Examination Fee</td>
<td>$ 300.00</td>
<td>Amount charged for students who</td>
</tr>
<tr>
<td></td>
<td></td>
<td>choose to have their edTPA portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>evaluated by Pearson. This charge is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>paid directly to Pearson and not to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the University</td>
</tr>
<tr>
<td>Resource Fees+ (if applicable)</td>
<td></td>
<td>Due in accordance with the payment</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$ 170.00</td>
<td>option chosen in Financial Options</td>
</tr>
<tr>
<td>Graduate</td>
<td>$ 195.00</td>
<td>Guide.</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$ 205.00</td>
<td></td>
</tr>
<tr>
<td>Continuing Education for Educators</td>
<td>$ 75.00</td>
<td></td>
</tr>
<tr>
<td>DCE</td>
<td>$ 25.00</td>
<td></td>
</tr>
<tr>
<td>CLEP®/DSST Examination++</td>
<td>$ 20.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Student Exam Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior Learning Assessment Fees</td>
<td></td>
<td>If additional or missing material is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>needed to render an assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>decision, the student will be given</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 days to submit the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>documentation.</td>
</tr>
<tr>
<td>Portfolio Submission Fee</td>
<td>$ 150.00</td>
<td>All fees are due and payable within</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 days of portfolio completion and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>invoicing. Fees are non-refundable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and subject to change.</td>
</tr>
<tr>
<td>Per Assessed Credit Fee</td>
<td>$ 75.00</td>
<td></td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University.
### Type of Fee | Amount* | When Due
--- | --- | ---
Check Return Fee | $ 25.00 | Upon notification.
Late Payment Fee | $ 25.00 | Upon notification.
Diploma Rush | $ 45.00 | Upon request.
Duplicate Diploma | $ 30.00 | Upon request.
Duplicate Certificate | $ 15.00 | Upon request.
Transcript | $ 15.00 | Upon request.
Transcript Rush | $ 30.00 | Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink.

++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University.
CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

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

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

However, no claim can be paid to any student without a social security number or a taxpayer identification number.
<table>
<thead>
<tr>
<th>Facilities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arizona Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Phoenix Campus</td>
<td>1625 West Fountainhead Pkwy, Tempe, AZ 85282-2371 602 557-2000</td>
</tr>
<tr>
<td>Online Administrative Offices</td>
<td>1625 West Fountainhead Pkwy, Tempe, AZ 85282-2371 602 557-2000</td>
</tr>
<tr>
<td>West Valley Learning Center</td>
<td>9520 West Palm Lane, Phoenix, AZ 85037-4403 602 557-2000</td>
</tr>
<tr>
<td>Southern Arizona Campus</td>
<td>800 659-8988 300 S Craycroft Road, Tucson, AZ 85711-4574 520 881-6512</td>
</tr>
<tr>
<td><strong>California Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Bay Area Campus</td>
<td>3590 N. First Street, San Jose, CA 95134-1805 800 266-2107</td>
</tr>
<tr>
<td>Livermore Learning Center</td>
<td>2481 Constitution Drive, Livermore, CA 94551-7573 925 273-8100</td>
</tr>
<tr>
<td>Oakland Learning Center</td>
<td>2100 Franklin Street, Oakland, CA 94612-3096 800 266-2107</td>
</tr>
<tr>
<td>Central Valley Campus</td>
<td>45 River Park Place West, Frosno, CA 93720-1552 800 266-2107</td>
</tr>
<tr>
<td>Bakersfield Learning Center</td>
<td>4900 California Ave, Bakersfield, CA 93309-7018 800 266-2107</td>
</tr>
<tr>
<td>Visalia Learning Center</td>
<td>301 East Acequia Ave, Visalia, CA 93291-6341 800 266-2107</td>
</tr>
<tr>
<td>Sacramento Valley Campus</td>
<td>2860 Gateway Oaks Drive, Sacramento, CA 95833-4334 800 266-2107</td>
</tr>
<tr>
<td><strong>Sacramento Campus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Southern California Campus</strong></td>
<td></td>
</tr>
<tr>
<td>Main - Ontario</td>
<td>3110 E Guasti Road, Ontario, CA 91761-1219 800 888-1968</td>
</tr>
<tr>
<td>Gardena Learning Center</td>
<td>1515 W 190th Street, Gardena, CA 90248-4319 800 888-1968</td>
</tr>
<tr>
<td>La Palma Learning Center</td>
<td>6 Centerpointe Drive, La Palma, CA 90623-2503 800 888-1968</td>
</tr>
<tr>
<td><strong>Colorado Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Colorado Springs Downtown</td>
<td>2 North Cascade Avenue, Colorado Springs, CO 80903-1620 719 527-9000</td>
</tr>
<tr>
<td>Turnpike Learning Center</td>
<td>8700 Turnpike Drive, Westminster, CO 80030-7030 303 755-9090</td>
</tr>
<tr>
<td><strong>Florida Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Central Florida Main Campus</td>
<td>8325 South Park Circle, Suite 100, Orlando, FL 32819-9075 407 345-8868</td>
</tr>
<tr>
<td>West Florida Learning Center</td>
<td>12802 Tampa Oaks Boulevard, Suite 150, Temple Terrace, FL 33637-1920 813 626-7911</td>
</tr>
<tr>
<td>North Florida Campus</td>
<td>4500 Salisbury Road, Suite 200, Jacksonville, FL 32216-0959 904 636-6645</td>
</tr>
<tr>
<td>South Florida Main Campus</td>
<td>2400 SW 145th Avenue, Miramar, FL 33027-4145</td>
</tr>
<tr>
<td>Location</td>
<td>Address</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Georgia Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Atlanta Main Campus</td>
<td>859 Mount Vernon Hwy NE Atlanta, GA 30328</td>
</tr>
<tr>
<td>Augusta Campus</td>
<td>3150 Perimeter Parkway Augusta, GA 30909-4583 706 868-2000</td>
</tr>
<tr>
<td>Columbus Georgia Campus</td>
<td>7200 North Lake Drive Columbus, GA 31909 706 320-1266</td>
</tr>
<tr>
<td><strong>Hawaii Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Hawaii Campus</td>
<td>745 Fort Street Suite 2000 Honolulu, HI 96813-3800 808 536-2686</td>
</tr>
<tr>
<td>Kapolei Learning Center</td>
<td>949 Kamokila Blvd Kapolei, HI 96707-2082 808 693-8686</td>
</tr>
<tr>
<td><strong>Illinois Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Chicago Campus</td>
<td>203 N LaSalle St Chicago, IL 60601-1210 312 223-1101</td>
</tr>
<tr>
<td><strong>Massachusetts Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Boston Campus</td>
<td>19 Granite Street Suite 300 Braintree, MA 02184-1744 866 867-3678 602 308-7018 FAX</td>
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<tr>
<td><strong>Michigan Locations</strong></td>
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</tr>
<tr>
<td>Detroit Main Campus</td>
<td>26261 Evergreen Road Southfield, MI 48076-4400 248 675-3700</td>
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<tr>
<td><strong>Nevada Locations</strong></td>
<td></td>
</tr>
<tr>
<td>Las Vegas Campus</td>
<td>3755 Breakthrough Way Las Vegas, NV 89135-3047 702 638-7279</td>
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<tr>
<td><strong>New Jersey Locations</strong></td>
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</tr>
<tr>
<td>Jersey City Campus</td>
<td>100 Town Square Place Jersey City, NJ 07310-1756 201 610-1408</td>
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<tr>
<td><strong>New Mexico Locations</strong></td>
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</tr>
<tr>
<td>New Mexico Campus</td>
<td>5700 Pasadena Ave NE Albuquerque, NM 87113-1570 505 821-4800</td>
</tr>
<tr>
<td>Santa Teresa Learning Center</td>
<td>1268 Country Club Road Santa Teresa, NM 88008-9725 575 874-4600</td>
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<tr>
<td><strong>North Carolina Locations</strong></td>
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</tr>
<tr>
<td>Charlotte Campus</td>
<td>3800 Arco Corporate Drive Charlotte, NC 28273-3409 704 504-5409</td>
</tr>
<tr>
<td>Charlotte North Learning Center</td>
<td>10925 David Taylor Drive Charlotte, NC 28262-1041 704 504-5409</td>
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<tr>
<td><strong>Pennsylvania Locations</strong></td>
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<tr>
<td>Philadelphia Main Campus</td>
<td>30 South 17th Street Philadelphia, PA 19103-4001 267 234-2000</td>
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<tr>
<td>Puerto Rico Locations</td>
<td></td>
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<tr>
<td>Puerto Rico Campus</td>
<td>B7 Calle Tabonuco Santander Tower at San Patricio Guaynabo, PR 00968 787 731-5400 787 731-1510 FAX</td>
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<tr>
<td><strong>South Carolina Locations</strong></td>
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<tr>
<td>Columbia - South Carolina Campus</td>
<td>1001 Pinnacle Point Drive Columbia, SC 29223-5727 803 699-5096</td>
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<tr>
<td><strong>Tennessee Locations</strong></td>
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</tr>
<tr>
<td>Memphis Campus</td>
<td>65 Germantown Court Cordova, TN 38018-7290 901 751-1086</td>
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<tr>
<td>Nashville Campus</td>
<td>616 Marriotti Drive Nashville, TN 37214-5048 615 872-0188</td>
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<tr>
<td><strong>Texas Locations</strong></td>
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<tr>
<td>Killeen Learning Center</td>
<td>902 West Central Texas Expy Suite 300 Killeen, TX 76541-2566 254 501-6950</td>
</tr>
<tr>
<td>Dallas Campus</td>
<td>12400 Coit Road Dallas, TX 75251-2004 972 308-555</td>
</tr>
<tr>
<td>Resource Center at Arlington Highlands</td>
<td>3900 Arlington Highlands Boulevard Suite 237 Arlington, TX 76018-6038 817 505-4200 817 557-3483 FAX</td>
</tr>
<tr>
<td>El Paso Campus</td>
<td>11820 Miriam Drive El Paso TX 79936 Phone: (915) 599-5900</td>
</tr>
<tr>
<td>Houston Campus</td>
<td>11451 Katy Freeway Houston, TX 77079-2004 713 465-9966</td>
</tr>
<tr>
<td>Woodlands Learning Center</td>
<td>24624 Interstate 45 Spring, TX 77386-1935 281 298-3500 281 419-3860 FAX</td>
</tr>
<tr>
<td>San Antonio Campus</td>
<td>8200 IH-10 West Suite 1000 San Antonio, TX 78230-3876 210 524-2100 800 697-8223</td>
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<tr>
<td><strong>Utah Locations</strong></td>
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<tr>
<td>Utah Campus</td>
<td>5373 South Green Street Salt Lake City, UT 84123-4642 801 263-1444</td>
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<tr>
<td><strong>Virginia Locations</strong></td>
<td></td>
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<tr>
<td>Virginia Beach Main Campus</td>
<td>4636 Columbus Street Virginia Beach, VA 23462-7762 757 493-6300</td>
</tr>
<tr>
<td>Arlington Learning Center</td>
<td>1800 South Bell Street Suite 100 Arlington, VA 22202-3546 571 227-7075 703 416-2582 FAX</td>
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<td><strong>Washington Locations</strong></td>
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<tr>
<td>Western Washington Campus</td>
<td>7100 Fort Dent Way Suite 100 Tukwila, WA 98188-8553 425 572-1600</td>
</tr>
</tbody>
</table>
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Utah
Kevin Knutson, MED

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

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• Humanities; History
• Mathematics
• Sciences
• Counseling
• Human Services
• Psychology
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Program Dean
Kevin Wilhelmsen, PhD
Dean of Faculty
Brent Duncan, PhD
Dean of Operations
Nathan Jones
Bob Eoff, MAED
Assistant Dean of Operations
Geriece Jenkins, MAED
Assistant Program Dean
Joseph Aranyosi, MFA

Campus College Chairs
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Barbara Holloway, DBM
Cleveland
Stephen Quick, DBA
Puerto Rico
Clara Segarra-Roman, DBA

Campus Area Chairs
----------------------------------
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
• Accounting
• Financial Planning
• Law and Ethics
• Management
• Functional Management
• Strategic Analysis and Planning
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Deans

Executive Dean
Dennis Bonilla, MBA

Program Dean
Franzi Walsh, DBA
Karen Peters, PHD

Dean of Faculty
Paul Porch, MBTM

Dean of Operations
Lindsay Sesate, MAED/AET

Assistant Dean of Operations
Kathryn Uhles, MSP

Assistant Dean of Specialized Services
Maurice Gibson, MBA, MAED

Campus Area Chairs

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

- Business Systems
- Technology
- Analysis & Communications
- Security
- Criminal Justice
- Public Administration
COLLEGE OF HEALTH PROFESSIONS

Deans - Health Services Administration

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Dean of Undergraduate Programs
Christina Neider, MAED, MSP

Academic Dean
Mark Johannsson, DHSc, MPH

Dean of Specialized Programs
Collene Bauer, MBA

Dean of Graduate Programs
Eve Krahe, PHD

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Erin Amsden, MAED/MBA

Assistant Dean Specialized Programs West
Kellie Stubblefield, BA

Dean of Instructional Excellence
Ying Tombler, PHD

Deans - School of Nursing

Program Managers - School of Nursing

Southern California
Gwendolyn Jones, MSN

Colorado
Margaret Riley, PHD

Phoenix
Kathleen Rupp, MSN
Sun Jones, DNP

Sacramento Valley
Andrelyn Almario, DNP
Jennifer Millar, MSN

Southern Arizona
Frances Bartholomeaux, MSN

Campus Area Chairs

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- Nursing: FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Health Administration

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Assistant Program Dean
Linda Nance, EDD
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Deans

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Program Dean
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Lisa Ghormley, MAED

Dean of Faculty
Jon Lewis, MAE

Academic Dean
Pamela Roggeman, EDD

Assistant Dean of Policy & Assessment
Alexandra Escobar, EDD

Dean of Operations
Shelly Hodges, MBA

Assistant Dean of Operations
Melinda Chiodi, MAED
Jeff Neilsen, MAED

Campus Area Chairs

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

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education
Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic catalog constitute all active, degree-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
<th>College</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>ACC 210</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>ACC 230</td>
<td>FINANCIAL REPORTING: PEEKING UNDER THE FINANCIAL HOOD</td>
<td>3</td>
<td>School of Business</td>
<td>In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm’s performance.</td>
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<td>ACC 290</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
<td>School of Business</td>
<td>This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.</td>
</tr>
<tr>
<td>ACC 290T</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
<td>School of Business</td>
<td>This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.</td>
</tr>
<tr>
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<td>Credit Hours</td>
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<td>Description</td>
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<td>ACC 291</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.</td>
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<tr>
<td>ACC 291T</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
<td>School of Business</td>
<td>This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.</td>
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<tr>
<td>ACC 340</td>
<td>ACCOUNTING INFORMATION SYSTEMS I</td>
<td>3</td>
<td>School of Business</td>
<td>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 do for a business), internets, intranets, electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy.</td>
</tr>
<tr>
<td>ACC 349</td>
<td>COST ACCOUNTING</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.</td>
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<tr>
<td>Course Code</td>
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<td>Units</td>
<td>School of Business</td>
<td>Description</td>
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<tr>
<td>ACC 400</td>
<td>ACCOUNTING FOR DECISION MAKING</td>
<td>3</td>
<td>School of Business</td>
<td>This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.</td>
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<tr>
<td>ACC 421</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.</td>
</tr>
<tr>
<td>ACC 422</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.</td>
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<tr>
<td>ACC 423</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING III</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes &amp; errors, and the statement of cash flows.</td>
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<tr>
<td>Course Code</td>
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<td>Description</td>
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<td>ACC 455</td>
<td>CORPORATE TAXATION</td>
<td>3</td>
<td>Business School</td>
<td>This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.</td>
</tr>
<tr>
<td>ACC 456</td>
<td>INDIVIDUAL/ESTATE TAXATION</td>
<td>3</td>
<td>Business School</td>
<td>This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.</td>
</tr>
<tr>
<td>ACC 460</td>
<td>GOVERNMENT AND NON-PROFIT ACCOUNTING</td>
<td>3</td>
<td>Business School</td>
<td>This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.</td>
</tr>
<tr>
<td>ACC 466</td>
<td>Advanced Accounting</td>
<td>3</td>
<td>Business School</td>
<td>This course is a study of advanced accounting theory, applied to specialized topics and contemporary problems. Topics include the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations on financial reporting are examined. Particular emphasis is placed on problem solving.</td>
</tr>
<tr>
<td>Course Code</td>
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<td>Course Description</td>
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<td>ACC 491</td>
<td>CONTEMPORARY AUDITING I</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program.</td>
</tr>
<tr>
<td>ACC 492</td>
<td>CONTEMPORARY AUDITING II</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services.</td>
</tr>
<tr>
<td>ACC 497</td>
<td>ADVANCED TOPICS IN ACCOUNTING RESEARCH</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 537</td>
<td>FINANCIAL ACCOUNTING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
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<td>School of Business</td>
<td>Description</td>
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<tr>
<td>ACC 541</td>
<td>ACCOUNTING THEORY &amp; RESEARCH</td>
<td>3</td>
<td>School of Business</td>
<td>In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.</td>
</tr>
<tr>
<td>ACC 542</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
<td>School of Business</td>
<td>In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.</td>
</tr>
<tr>
<td>ACC 543</td>
<td>MANAGERIAL ACCOUNTING &amp; LEGAL ASPECTS OF BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 544</td>
<td>INTERNAL CONTROL SYSTEMS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Business</td>
<td>Description</td>
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<tr>
<td>ACC 545</td>
<td>FINANCIAL REPORTING</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to address concepts of financial reporting for roles as CPA’s. 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.</td>
</tr>
<tr>
<td>ACC 546</td>
<td>AUDITING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 547</td>
<td>TAXATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 548</td>
<td>NOT-FOR-PROFIT &amp; GOVERNMENT ACCOUNTING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Business</td>
<td>Description</td>
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<tr>
<td>ACC 556</td>
<td>FORENSIC ACCOUNTING</td>
<td>3</td>
<td>Business School</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 561</td>
<td>ACCOUNTING</td>
<td>3</td>
<td>Business School</td>
<td>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.</td>
</tr>
<tr>
<td>ACCP 497</td>
<td>ADVANCED TOPICS IN ACCOUNTING RESEARCH</td>
<td>3</td>
<td>Business School</td>
<td>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.</td>
</tr>
<tr>
<td>ACCTLAB</td>
<td>ACCOUNTING LAB</td>
<td>0</td>
<td>Non-College Specific</td>
<td>This workshop is an accounting lab that allows students to work on accounting principles.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College</td>
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<td>ADM 511</td>
<td>Personnel Administration for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.</td>
</tr>
<tr>
<td>ADM 512</td>
<td>Leadership Strategies for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.</td>
</tr>
<tr>
<td>ADM 513</td>
<td>School Law for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.</td>
</tr>
<tr>
<td>ADM 514</td>
<td>School Finance for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.</td>
</tr>
<tr>
<td>ADM 515</td>
<td>Ethical and Legal Issues for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to help educators review the ethical and legal framework necessary to guide responsible professional practice. Policy, statute, and case law are analyzed and applied to current issues in public education. The importance of ethics in education is examined and participants are presented with opportunities to explore the critical role that ethics plays in current issues.</td>
</tr>
<tr>
<td>ADM 516</td>
<td>Ethical and Legal Issues for Administrators</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.</td>
</tr>
<tr>
<td>ADM 517</td>
<td>Special Education Program Administration</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.</td>
</tr>
<tr>
<td>ADM 590</td>
<td>INTERNSHIP ON THE PRINCIPALSHIP</td>
<td>3</td>
<td>College of Education</td>
<td>This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>ADM 591</td>
<td>INTERNSHIP ON THE SUPERINTENDENCY</td>
<td>3</td>
<td>College of Education</td>
<td>This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment. This is an Arizona-specific, on-ground only course.</td>
</tr>
<tr>
<td>ADM 592</td>
<td>INTERNSHIP OF THE SUPERVISOR</td>
<td>3</td>
<td>College of Education</td>
<td>This internship provides opportunities for the student to engage in experiences relevant to the supervisor and to obtain knowledge of the role and responsibility of the supervisor. The students gain first-hand knowledge of the day-to-day operations of the supervisor through many internship activities. The internship includes a supervised experience at a district located outside the University environment. This is an Arizona-specific, on-ground only course.</td>
</tr>
<tr>
<td>ADM 596</td>
<td>INTERNSHIP ON THE PRINCIPALSHIP (6 WEEK)</td>
<td>3</td>
<td>College of Education</td>
<td>This internship provides opportunities for the student to engage in experiences relevant to the principal and to obtain knowledge of the role and responsibility of the principal. The students gain first-hand knowledge of the day-to-day operations of the principal through many internship activities. The internship includes a supervised experience at a district located outside the university environment.</td>
</tr>
<tr>
<td>ADM 597</td>
<td>INTERNSHIP ON THE SUPERINTENDENCY (6 WEEK)</td>
<td>3</td>
<td>College of Education</td>
<td>This internship provides opportunities for the student to engage in experiences relevant to the superintendent and to obtain knowledge of the role and responsibility of the superintendent. The students gain first-hand knowledge of the day-to-day operations of the superintendent through many internship activities. The internship includes a supervised experience at a district located outside the university environment.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>College of Education</td>
<td>Description</td>
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<tr>
<td>ADMIN 500</td>
<td>ORIENTATION TO ADMINISTRATION AND SUPERVISION</td>
<td>0</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 510</td>
<td>VISIONARY LEADERSHIP: FOUNDATIONS OF LEADERSHIP</td>
<td>3</td>
<td>College of Education</td>
<td>This course introduces the California Administrator Performance Expectations (CAPEs) and the California Administrator Content Expectations (CEs), with emphasis on the category of Visionary Leadership. Students will complete a series of dispositional, leadership, bias, and stereotyping assessments aligned to the University Student Code of Conduct and the College of Education Professional Supplemental Standards. Field experience, portfolio, and practicum will be reviewed.</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>LEADERSHIP AND COLLABORATIVE PROCESSES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 524</td>
<td>SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Education</td>
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<tr>
<td>ADMIN 528</td>
<td>ADMINISTRATION OF SPECIAL PROGRAMS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 533</td>
<td>COACHING AS A LEADER</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an examination of how induction programs and individualized teacher support processes, such as mentoring and coaching, positively affect teaching and learning outcomes. Students will examine the process of gathering and using multiple sources of data to drive differentiated professional development that meets the needs of individual teachers and overall school goals. Students will be equipped with content knowledge, real-life application opportunities, tools, and specific strategies that can be applied in both school improvement and professional development. Field experience, portfolio, and practicum will be reviewed.</td>
</tr>
<tr>
<td>ADMIN 535</td>
<td>BUSINESS AND FACILITIES MANAGEMENT</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 540</td>
<td>LEADERSHIP IV: COMMUNITY</td>
<td>1</td>
<td>College of Education</td>
<td>This course focuses on community leadership, including representing and promoting the school’s accomplishments and needs to the LEA and the public. Students will examine the multiple connections between the school, families, and the community, and the value of involving the entire school community in working towards achieving the school’s mission, vision, and goals. Field experience, portfolio, and practicum will be applied.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Department</td>
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<tr>
<td>ADMIN 541</td>
<td>COMMUNITY LEADERSHIP</td>
<td>3</td>
<td>College of Education</td>
<td>This course reinforces concepts of community leadership, particularly developing a shared commitment to the vision among all members of the school community. Course topics include personal and professional ethics; biases; school culture collaboration; working with diverse students and families; and strategies for developing family, community, and media relations. Field experience, portfolio, and practicum will be reviewed.</td>
</tr>
<tr>
<td>ADMIN 550</td>
<td>LEADERSHIP V: ASSESSMENT OF LEADERSHIP</td>
<td>4</td>
<td>College of Education</td>
<td>This course is a culmination of all course work, field experiences, portfolio, and practicum experiences. Students will apply the California Administrator Performance Expectations (CAPEs) to analyze their course work, field experiences, portfolio, and practicum.</td>
</tr>
<tr>
<td>ADMIN 555</td>
<td>SCHOOL POLICY AND LAW FOR PRINCIPALS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 560</td>
<td>HUMAN RESOURCES LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Department</td>
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<tr>
<td>ADMIN 565</td>
<td>SCHOOL IMPROVEMENT PROCESSES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 570</td>
<td>EQUITY, DIVERSITY, AND ACCESS IN EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>FAMILY, COMMUNITY, AND MEDIA RELATIONS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 591A</td>
<td>PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP</td>
<td>1</td>
<td>College of Education</td>
<td>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.</td>
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### ADMIN 591B
**PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT**

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<tr>
<th>College of Education</th>
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<tr>
<td>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.</td>
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### ADMIN 591C
**ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE**

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<thead>
<tr>
<th>College of Education</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
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</table>

### ADMIN 594A
**ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP**

<table>
<thead>
<tr>
<th>College of Education</th>
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<tr>
<td>This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.</td>
</tr>
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### ADMIN 594B
**ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT**

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<th>College of Education</th>
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<tr>
<td>This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.</td>
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<td>ADMIN 594C</td>
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<td>ADMIN 596A</td>
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<td>ADMIN 596B</td>
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<td>ADMIN 596C</td>
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<td>Course Code</td>
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<td>AED 222</td>
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<td>AET 500</td>
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<td>AET 508</td>
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<td>AET 552</td>
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<td>AET 562</td>
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<td>AET 570</td>
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<td>AJS 503</td>
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<td>AJS 514</td>
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<td>AJS 524</td>
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<td>AJS 534</td>
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<td>AJS 564</td>
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<td>AJS 574</td>
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<td>AJS 583</td>
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<td>AJS 584</td>
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<td>AJS 586</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>College of Criminal Justice and Security</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AJS 594</td>
<td>PROGRAM DEVELOPMENT AND EVALUATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in program evaluation for the criminal justice and security profession.</td>
</tr>
<tr>
<td>APAWKSHP</td>
<td>APA WORKSHOP</td>
<td>0</td>
<td>Non-College Specific</td>
<td>Non-credit bearing course ID for APA workshop offered at campus.</td>
</tr>
<tr>
<td>APB 001</td>
<td>ASSESSMENT PERIOD</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This is assessment break period 001.</td>
</tr>
<tr>
<td>APB 002</td>
<td>ASSESSMENT PERIOD</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This is assessment period break 002.</td>
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<tr>
<td>APB 003</td>
<td>ASSESSMENT PERIOD</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This is assessment period break 003.</td>
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<tr>
<td>APB 004</td>
<td>ASSESSMENT PERIOD</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This is assessment period break 004.</td>
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<td>APB 005</td>
<td>ASSESSMENT PERIOD</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This is assessment period break 005.</td>
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<td>APB 006</td>
<td>ASSESSMENT PERIOD BREAK 006</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This is assessment break period 006.</td>
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<tr>
<td>APB 010</td>
<td>ASSESSMENT PERIOD BREAK</td>
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<td>College of Health Sciences and Nursing</td>
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<td>APB 020</td>
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<td>College of Health Sciences and Nursing</td>
<td>This is an assessment period.</td>
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<td>APB 030</td>
<td>ASSESSMENT PERIOD</td>
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<td>College of Health Sciences and Nursing</td>
<td>This is an assessment period.</td>
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<td>APB 040</td>
<td>ASSESSMENT PERIOD</td>
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<td>College of Health Sciences and Nursing</td>
<td>This is an assessment period.</td>
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<td>APB 050</td>
<td>ASSESSMENT PERIOD</td>
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<td>College of Health Sciences and Nursing</td>
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<td>APB 060</td>
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<td>College of Health Sciences and Nursing</td>
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<td>APB 070</td>
<td>ASSESSMENT PERIOD</td>
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<td>College of Health Sciences and Nursing</td>
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<td>APB 080</td>
<td>ASSESSMENT PERIOD</td>
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<td>College of Health Sciences and Nursing</td>
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<td>APB 090</td>
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<td>Sciences and Nursing</td>
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<tr>
<td>APMT 315</td>
<td>TECHNOLOGY AND SOCIETY</td>
<td>College of Social</td>
<td>This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build, social and material capital. A special focus is on the benefits technology accrues to humans and communities as well as potential harmful effects of engaging with technology.</td>
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<td>APMT 430</td>
<td>SOCIAL MEDIA AND HUMAN INTERACTION</td>
<td>College of Social</td>
<td>This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology mediated relationships and social etiquette in cyber space.</td>
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<td>APMT 440</td>
<td>INFLUENCE OF MEDIA ON BEHAVIOR</td>
<td>College of Social</td>
<td>This course explores the ways in which contemporary media shape cultures and human behaviors including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education and celebrity culture.</td>
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<td>APMT 460</td>
<td>CYBER COMMUNICATIONS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations, and cyber commerce.</td>
</tr>
<tr>
<td>APMT 470</td>
<td>DIGITAL LEARNING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings. Emphasis will be placed on applying psychology principles to the efficacy of digital learning.</td>
</tr>
<tr>
<td>ARTS 100</td>
<td>INTRODUCTION TO THE VISUAL AND PERFORMING ARTS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ARTS 230</td>
<td>SURVEY OF THE VISUAL ARTS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<td>ARTS 340</td>
<td>EXPLORATION OF WESTERN CLASSICAL MUSIC</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<tr>
<td>ATD 309</td>
<td>CLASSROOM TEACHING AND TECHNOLOGY</td>
<td>3</td>
<td>College of Education</td>
<td>Students focus on strategies for instruction using traditional and alternative delivery method with an emphasis on teaching technology. Topics include instructional theories, lecture-based instruction, interactive learning, group activities, case studies, and the impact of current trends in educational technology. Topics also include guidelines and laws, including ADA compliance, critical to the use of technology in instruction.</td>
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<tr>
<td>AUT 510</td>
<td>Autism Spectrum Disorders: Foundations</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn interventions, accommodations, and supports, with emphasis on current evidence-based practices.</td>
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<tr>
<td>AUT 511</td>
<td>Autism Spectrum Disorders: Diagnosis and Assessment</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the causation, characteristics, and diagnosis of autism spectrum disorders. Participants learn how to collect data in a classroom for diagnosis referral. Participants also learn how assessment tools relate to Individualized Education Programs and program development for students with autism spectrum disorders.</td>
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<tr>
<td>AUT 512</td>
<td>Autism Spectrum Disorders: Communication and Socialization</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.</td>
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<tr>
<td>AUT 513</td>
<td>Autism Spectrum Disorders: Behavior Management</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students’ lives and learning. Behavior generalization and self-monitoring strategies are also explored.</td>
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<tr>
<td>BACEU 2000</td>
<td>FOUNDATIONS IN DATA ANALYTICS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Quantitative and qualitative data can both be used to investigate data behavior and patterns to enhance business productivity and decision-making. In this course, students will learn how data is analyzed and applied to the decision-making function of an organization. Concepts on data collection, processing, and integration will be presented as well as issues that may exist within the data. Students also will explore the role that statistics play in data analytics and learn about the multiple ways one can present data to tell a compelling story. This course provides 0.6 continuing education units over one 6-hour workshop.</td>
</tr>
<tr>
<td>BACEU 2010</td>
<td>DATABASE FUNDAMENTALS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Organizations keep their business records within databases. To successfully extract information for use in business decisions, it is important to understand how data is structured and stored. In this course, students will learn the general principles involved in designing a database as it applies to a relational database model. Further, students will learn the terminology, data types, and integrity elements of database design and how queries allow data to be extracted from the database. To complete this course, students are required to have access to Microsoft Access software. This course provides 0.6 continuing education units over one 6-hour workshop.</td>
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<td>Course Code</td>
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<tr>
<td>BACEU 2020</td>
<td>BUSINESS INTELLIGENCE</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>In today's competitive market, businesses cannot afford to rely on &quot;gut feelings&quot; or anecdotes to make decisions that impact their future course of action. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis informs decision making. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BACEU 2030</td>
<td>DATA VISUALIZATION</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>When faced with the prospect of understanding volumes of data, do reams of paper and spreadsheets make your eyes glaze over? Data visualization is the means by which lots of information can be more easily viewed - and understood - through charts, infographics, mind maps, and more. Students in this course will explore the tools used to create graphical representations that integrate significant data and analyses into engaging graphics, without losing sight of communicating the key information. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BCC 395</td>
<td>CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.</td>
</tr>
<tr>
<td>BCC 400</td>
<td>INFORMATION SYSTEMS FUNDAMENTALS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.</td>
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<td>Course Code</td>
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<td>BCC 401</td>
<td>CYBERCRIME IN THE 21ST CENTURY</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: cybercrime, how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.</td>
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<tr>
<td>BCC 402</td>
<td>CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders provide service to their communities.</td>
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<tr>
<td>BCC 403</td>
<td>GLOBAL TECHNOLOGY AND CYBERCRIME</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cyber technology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.</td>
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<tr>
<td>BECEU 1115</td>
<td>HUMAN CAPITAL</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Building strong human capital is key in staffing an organization that outperforms the competition. The human resource function plays a major role in building human capital, operating as a business partner for various departments within the company. Human resource professionals are expected to plan, organize, direct, and control strategic and operational activities related to human capital. This course will explore the role of the human resource department in collaborating with both internal and external partners to aid the organization in achieving strategic goals. It will focus on assessing risks, defining goals, assessing organization structure, and ensuring federal regulations and laws are followed. This course provides 0.4 continuing education units in one 4-hour workshop.</td>
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<td>Course Code</td>
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<td>BECEU 1125</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Every organization, department and team has its own organizational dynamic. The team members, organization structure, company climate, and employee attitudes all play into organizational behavior. Organizational behavior affects the success of a company, and managers must be equipped to deal with the challenges that arise within their teams. In this course, students will learn the definition of organization behavior, variables and characteristics that influence organizational behavior at the individual and team level as well as how attitudes of employees drive the culture of the organization. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BECEU 1130</td>
<td>CUSTOMER SERVICE</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Customer service representatives and client-facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolve such situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BECEU 1175</td>
<td>SUPPLY CHAIN MANAGEMENT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Effective management of the supply chain helps prepare an organization to navigate through changes in demand and supply over the life cycle of a product. Strategic decisions related to supply chain design, planning, and operation contribute to an organization’s productivity and profitability. In this course students gain an understanding of what a supply chain is and the various issues that must be considered when designing, planning, or operating a supply chain. Students also learn how companies achieve strategic fit between its supply chain strategy and its competitive strategy in order to design, make, and deliver products and services in an efficient and cost effective manner. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BEH 225</td>
<td>INTRODUCTION TO BEHAVIORAL SCIENCE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.</td>
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<td>Course Code</td>
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<td>College of Humanities and Sciences</td>
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<td>BIO 100</td>
<td>INTRODUCTION TO LIFE SCIENCE WITH LAB</td>
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<td>This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.</td>
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<tr>
<td>BIO 101</td>
<td>PRINCIPLES OF BIOLOGY</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>BIO 280</td>
<td>CONSERVATION BIOLOGY</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>BIO 290</td>
<td>ANATOMY AND PHYSIOLOGY I</td>
<td>4</td>
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<td>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, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.</td>
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<tr>
<td>BIO 291</td>
<td>ANATOMY AND PHYSIOLOGY II</td>
<td>4</td>
<td>College of Humanities and Sciences</td>
<td>Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.</td>
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<tr>
<td>BIO 315</td>
<td>ECOLOGY AND EVOLUTION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides the fundamental principles of ecology. Students will focus on populations and communities, adaptation, and other factors that affect organisms.</td>
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<tr>
<td>BIO 330</td>
<td>INVERTEBRATE ZOOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.</td>
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<tr>
<td>BIO 335</td>
<td>ENTOMOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.</td>
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<td>BIO 340</td>
<td>MICROBIOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.</td>
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<tr>
<td>BIO 350</td>
<td>GENERAL BIOLOGY I</td>
<td>4</td>
<td>College of Humanities and Sciences</td>
<td>This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.</td>
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<tr>
<td>BIO 351</td>
<td>GENERAL BIOLOGY II</td>
<td>4</td>
<td>College of Humanities and Sciences</td>
<td>This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.</td>
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<tr>
<td>BIO 405</td>
<td>HUMAN BIOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.</td>
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<td>Course Code</td>
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<td>BIO 410</td>
<td>GENETICS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.</td>
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<tr>
<td>BIS 221</td>
<td>INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.</td>
</tr>
<tr>
<td>BIS 221T</td>
<td>INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.</td>
</tr>
<tr>
<td>BIS 320</td>
<td>BUSINESS INFORMATION SYSTEMS</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.</td>
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<td>Course Code</td>
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<tr>
<td>BIS 375</td>
<td>SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces students to the theory and practice of conducting supply chain functions over the Internet. 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.</td>
</tr>
<tr>
<td>BLE 570</td>
<td>Foundations of Instruction</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to introduce K-12 teachers to the historical, legal, and theoretical frameworks of education for bilingual learners in the United States. Participants identify effective bilingual instructional approaches and strategies with emphasis on content area instruction. Evaluation and assessment strategies for bilingual learners are also addressed.</td>
</tr>
<tr>
<td>BLE 571</td>
<td>Instructional Techniques and Methods</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.</td>
</tr>
<tr>
<td>BLE 572</td>
<td>Assessment</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides K-12 educators with a foundational understanding of assessment practices for bilingual learners. Participants examine the relationship between language acquisition and assessment and its influence on planning, teaching, and assessing. Instructional methods to support language development and content area instruction for bilingual learners are also explored.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>School of Continuing Education</td>
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<tr>
<td>BLE 573</td>
<td>Overview of Linguistics</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to introduce K-12 educators to the study of the nature, structure, development, and acquisition of language. Participants explore the integration of theory into practice, teaching methods, cultural implications of language, and first- and second-language acquisition. Particular emphasis is given to psycholinguistics, sociolinguistics, communication, and assessment.</td>
</tr>
<tr>
<td>BLE 574</td>
<td>School, Community, and Family Culture</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to examine multicultural education in the classroom, in the community, and globally. The primary focus is to provide participants with an understanding and appreciation of the beliefs, customs, and traditions of diverse cultures. Participants integrate multicultural curriculum featuring a variety of instructional strategies for bilingual learners that promote culturally responsive teaching.</td>
</tr>
<tr>
<td>BMCEU 5005</td>
<td>ENTREPRENEURSHIP</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Some people are driven to be their own boss. Becoming an entrepreneur provides that opportunity, but it comes with a unique and broad set of responsibilities. As a small business owner, an entrepreneur holds the responsibility for success or failure of their organization. Entrepreneurs both lead and manage risks, and are responsible for all functions of a business. This course will introduce students to the principles of entrepreneurship, the components of starting a business, and resources necessary. Students will also explore how leadership plays a role in the success of a business. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BMCEU 5010</td>
<td>FINANCIAL ANALYSIS FOR THE BUSINESS MANAGER</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>In today's workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BMCEU 5015</td>
<td>MARKETING PRINCIPLES</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>At a strategic level, marketing provides many elements that guide an organization’s development and execution of its business strategy. Marketing also plays a key role in identifying the competitive set, defining points of differentiation and establishing the brand. This course explains the role marketing plays in the development and execution of a business strategy and how this affects an organization. In this course, students will learn the principles of the marketing mix and the 4-Ps of marketing: Product, Price, Place, and Promotion. This course provides 0.4 continuing education units in one 4-hour workshop.</td>
</tr>
<tr>
<td>BMCEU 5020</td>
<td>OPERATIONS AND SUPPLY CHAIN MANAGEMENT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>It is the function of supply chain management to enable an organization to get things done, ensure materials and supplies are on hand at the right time, and create processes by which a business functions. Supply chain professionals who understand how to procure resources, produce goods, and sequence activities on time are critical to the success of a business and to the cost-efficient delivery of goods and services. This course covers the basics of operations and supply chain management. Students will learn why supply chain is an essential business function and how it drives the cost-efficient, on-time delivery of goods and services. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BMCEU 5030</td>
<td>ACCOUNTING BASICS FOR THE BUSINESS MANAGER</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Every organization has a need to keep track of spending and income which are some of the core elements of the accounting function. Accounting provides ongoing visibility into financial progress and is used both internally and externally to communicate performance. This course focuses on common accounting principles that govern organizations and ways the business manager can use this information. Students will learn how the accounting system relates to business activity and will identify methods of accounting for assets, inventory, and liabilities. Student also explore methods of calculating the time value of money as well as stockholders’ equity. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BMCEU 5035</td>
<td>BUSINESS LAW AND ETHICS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Supervisors blend the role of a leader and manager in guiding a team of employees to achieve the goals of an organization. In this role, supervisors are expected to act both legally and ethically and are expected to provide an example for their team. This course will explore the relationship between law and ethics and set the stage for the importance of conducting oneself in a legal and ethical manner to protect the organization. Students will complete an ethics self-assessment to guide them in decision making when faced with ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BMCEU 5040</td>
<td>STRATEGIC PLANNING SKILLS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>This course will provide students with a process for developing a clear understanding of a business's culture, operations, and market position in order to develop a strategic plan. That plan serves as a blueprint for gaining the competitive advantage necessary for an organization's success now and in the future. Students will develop an approach to formulate the strategic programs and initiatives critical to effectively leading and managing an organization. This course provides 0.6 continuing education units over one 6-hour workshop.</td>
</tr>
<tr>
<td>BMCEU 5065</td>
<td>SALES MANAGEMENT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>The core of every business is its sales team. Without sales, a company cannot financially survive. This course explores how to select an effective sales team and implement strategies to measure performance. Students learn how managing sales territories aligns with sales goals. Students will learn how territory management and sales forecasts relate to the sales function, then how to motive sales teams to reach the sales forecasts.</td>
</tr>
<tr>
<td>BMCEU 5090</td>
<td>CREATING A BUSINESS PLAN</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>The lack of a plan is the primary reason businesses struggle. The business plan is not a one time endeavor, but a living document that grows and changes with the business. If there is not a formal business plan how can success be measured. In this course, students will learn the elements of a business plan and what is included in each element. Students will explore the concept of vendor financing and how the elements of a business plan align to securing financing. This course provides 0.6 continuing education units over one 6-hour workshops.</td>
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<tr>
<td>BPA 200</td>
<td>PUBLIC SECTOR COMMUNICATIONS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.</td>
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<tr>
<td>BPA 201</td>
<td>FOUNDATIONS OF PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course serves as an introduction to the study of public administration. During this course, students 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. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.</td>
</tr>
<tr>
<td>BPA 211</td>
<td>FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.</td>
</tr>
<tr>
<td>BPA 221</td>
<td>CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. 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.</td>
</tr>
<tr>
<td>BPA 300</td>
<td>POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input 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.</td>
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<tr>
<td>BPA 301</td>
<td>FOUNDATIONS OF PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>BPA 302</td>
<td>POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>BPA 311</td>
<td>PRINCIPLES OF GOVERNMENTAL ACCOUNTING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course focuses on principles of governmental accounting. This course emphasizes accounting equations and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and local, state and federal, global civic implications.</td>
</tr>
<tr>
<td>BPA 321</td>
<td>PERSONNEL MANAGEMENT</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at- will, volunteer and non-profit personnel.</td>
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<tr>
<td>BPA 331</td>
<td>FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.</td>
</tr>
<tr>
<td>BPA 341</td>
<td>PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course focuses on the implementation of public policy decisions through the identification and development of specific 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.</td>
</tr>
<tr>
<td>BPA 351</td>
<td>RESEARCH IN PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.</td>
</tr>
<tr>
<td>BPA 361</td>
<td>GRANT WRITING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.</td>
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<tr>
<td>BPA 371</td>
<td>INTERGOVERNMENTAL RELATIONS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public-public and public-private, will be explored as will the use of quasi-governmental agencies.</td>
</tr>
<tr>
<td>BPA 381</td>
<td>PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW &amp; ETHICS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.</td>
</tr>
<tr>
<td>BPA 410</td>
<td>GOVERNMENT AND NON-PROFIT ACCOUNTING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.</td>
</tr>
<tr>
<td>BPA 411</td>
<td>PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.</td>
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<tr>
<td>BPA 421</td>
<td>ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY</td>
<td>3</td>
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<td>This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.</td>
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<tr>
<td>BPA 431</td>
<td>LEADERSHIP IN THE PUBLIC SECTOR</td>
<td>3</td>
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<td>Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.</td>
</tr>
<tr>
<td>BPA 441</td>
<td>URBAN AND REGIONAL PLANNING</td>
<td>3</td>
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<td>This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.</td>
</tr>
<tr>
<td>BPA 451</td>
<td>CAPITAL IMPROVEMENT PLANNING &amp; MANAGEMENT</td>
<td>3</td>
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<td>As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.</td>
</tr>
<tr>
<td>BRM 216</td>
<td>INTRODUCTION TO THE RETAIL INDUSTRY</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with an overview of the retail industry. Topics include the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.</td>
</tr>
<tr>
<td>BRM 226</td>
<td>CUSTOMER SERVICE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on managing customer interactions to enhance competitive advantage within the retail sector.</td>
</tr>
<tr>
<td>BRM 236</td>
<td>SALES, TOOLS, AND STRATEGIES</td>
<td>3</td>
<td>School of Business</td>
<td>This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.</td>
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<tr>
<td>BRM 246</td>
<td>RETAIL MARKETING: MERCHANDISING</td>
<td>3</td>
<td>School of Business</td>
<td>This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail merchandising tactics. Students will be prepared to execute the elements of the marketing mix and merchandising strategies to be successful in a retail setting.</td>
</tr>
<tr>
<td>BRM 266</td>
<td>RETAIL OPERATIONS: SUPPLY MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course is an examination of the retail operations function of retail management including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.</td>
</tr>
<tr>
<td>BRM 268</td>
<td>PRINCIPLES OF FOOD RETAILING</td>
<td>3</td>
<td>School of Business</td>
<td>This course will introduce merchandising, operating, technology, and financial considerations necessary for successful food retailing management. Students will evaluate and apply principles unique to food retail organizations such as: food store formats, food store operations, product replenishment, and the integrated food supply chain. Other topics include manufacturing and wholesale distribution, and financial principles specific to the food retail industry.</td>
</tr>
<tr>
<td>BRM 276</td>
<td>LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE</td>
<td>3</td>
<td>School of Business</td>
<td>This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.</td>
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<tr>
<td>BRM 277</td>
<td>LEADERSHIP AND SUPERVISION IN RETAIL APPLIED CAPSTONE</td>
<td>3</td>
<td>School of Business</td>
<td>This is the applied capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner within work environment. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.</td>
</tr>
<tr>
<td>BRM 353</td>
<td>PRODUCT AND BRAND MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.</td>
</tr>
<tr>
<td>BRM 360</td>
<td>RETAIL DATA ANALYTICS FOR DECISION MAKING</td>
<td>3</td>
<td>School of Business</td>
<td>The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional &quot;brick and mortar&quot; locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.</td>
</tr>
<tr>
<td>BSA 310</td>
<td>BUSINESS SYSTEMS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems, the potential for integration of the systems, and information systems security.</td>
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<td>Course Code</td>
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<td>BSA 375</td>
<td><strong>FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT</strong></td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 376</td>
<td><strong>SYSTEMS ANALYSIS AND DESIGN</strong></td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces the fundamental, logical, and design considerations addressed during system and application software development in health care environments. 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.</td>
</tr>
<tr>
<td>BSA 385</td>
<td><strong>INTRO TO SOFTWARE ENGINEERING</strong></td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.</td>
</tr>
<tr>
<td>BSA 411</td>
<td><strong>SYSTEMS ANALYSIS METHODOLOGIES</strong></td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>BSA 412</td>
<td>SYSTEMS ANALYSIS TOOLS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 413</td>
<td>IT SERVICE MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) framework. The ITIL framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.</td>
</tr>
<tr>
<td>BSA 425</td>
<td>BSIT CAPSTONE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.</td>
</tr>
<tr>
<td>BSA 500</td>
<td>BUSINESS SYSTEMS I</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.</td>
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<td>Course Code</td>
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<tr>
<td>BSA 502</td>
<td>BUSINESS SYSTEMS II</td>
<td>3</td>
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<td>This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.</td>
</tr>
<tr>
<td>BSA 505</td>
<td>IS AUDITING PROCESSES</td>
<td>3</td>
<td></td>
<td>This course focuses on information systems auditing, IT governance and protection of information assets. An audit preparation guide is created. Applicable laws, regulations, standards, guidance, techniques and professional ethics will be applied. Control self-assessment is evaluated as a process of continuous IS audit preparation.</td>
</tr>
<tr>
<td>BSA 510</td>
<td>IT GOVERNANCE AND MANAGEMENT</td>
<td>3</td>
<td></td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience and knowledge required to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. This course is based on the Governance and Management of IT Domain of the ISACA Model Curriculum for IS Audit and Control. ISACA (<a href="http://www.isaca.org">www.isaca.org</a>) is a leading global provider of knowledge, certifications, community, advocacy and education on information systems (IS) assurance and security, enterprise governance and management of IT, and IT-related risk and compliance.</td>
</tr>
<tr>
<td>BSA 515</td>
<td>ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS</td>
<td>3</td>
<td></td>
<td>The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise’s strategies and objectives.</td>
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<td>Course Code</td>
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<tr>
<td>BSA 520</td>
<td>OPERATIONS, MAINTENANCE AND SUPPORT OF IS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>The Information Systems Acquisition, Development and Implementation domain is divided into six topic areas that focus on business case development, project management and controls. The objective of this domains to ensure that students understand and can provide assurance that the practices of acquiring, developing, testing and implementing information systems meet the enterprise’s strategies and objectives.</td>
</tr>
<tr>
<td>BSA 525</td>
<td>INFORMATION ASSETS PROTECTION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise’s security policies, standards, procedures and controls ensure the confidentiality, integrity and availability of information assets.</td>
</tr>
<tr>
<td>BSA 530</td>
<td>IT ARCHITECTURE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>The IT Architecture course covers the material to allow a professional to design, develop, document and deliver IT architectural solutions for the business environment. The IT Architecture course is aligned to the Oracle Reference Architecture Overview certification requirements and covers Application Infrastructure, Security, Engineering, Integration, Management and Monitoring, Service Orientation and User Interaction.</td>
</tr>
<tr>
<td>BSA 550</td>
<td>CUSTOMER RELATIONSHIP MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>The Oracle Fusion Middleware 11g Business Intelligence Applications 7 for CRM Certified Implementation Specialist Certification identifies professionals that are skilled in implementing solutions based on Oracle Business Intelligence Applications for CRM source systems. The certification covers skills such as: installing and configuring Oracle BI Applications, using the Data Administration Console, configuring security for Oracle BI Applications, and customizing Oracle BI Applications. The exam targets the intermediate-level implementation team member. Up-to-date training and field experience are recommended.</td>
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<td>Course Code</td>
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<tr>
<td>BSA 570</td>
<td>ANALYTIC PROGRAMMING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course covers the subject of Business Analytics Statistics. The analysis of large quantity of data through the use of statistical tools to help guide business operations has become an essential component of the modern organization. Topics in this course included foundational statistical concepts, t Tests, Analysis of Variance, Linear Regression, diagnostic and data analysis. This course is aligned to the SAS Statistical Business Analyst Using SAS 9: Regression and Modeling certification.</td>
</tr>
<tr>
<td>BSA 580</td>
<td>STATISTICAL BUSINESS ANALYTICS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.</td>
</tr>
<tr>
<td>BSCEU 1005</td>
<td>PROBLEM-SOLVING SKILLS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>One of the essential constants in business is that problems arise that need to be solved. This course provides students with the tools to solve problems. In a corporate environment, using specialized groups to solve problems is becoming more and more common. Knowing how to work in groups to solve problems will enhance the student’s effectiveness and value to an organization. This course will show students the fundamentals of problem solving -- from defining a problem, to identifying solutions and then presenting to the key decision-makers in an organization. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1010</td>
<td>BASIC BUSINESS MATH</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Most business transactions involve some form of math. Transactions commonly include commissions, markups and markdowns, discounts, sales tax, interest calculations, and installment loan payments. This course begins with a review of the basic mathematical concepts of whole numbers, fractions, decimals, percentages, simple equations, and percentage formulas. Students will then learn how these basic concepts are applied to business applications. Graphs commonly used in business, as well statistical applications for business are presented. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BSCEU 1015</td>
<td>DEALING WITH CHALLENGING CUSTOMER INTERACTIONS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Customer service representatives and client-facing employees often find themselves faced with challenging customer situations. It is helpful to be equipped with proven strategies to effectively resolvesuch situations. In this course, students will explore methods to deal with common customer interactions, which may be difficult. Students will focus on establishing a solid customer relationship, overcoming communication issues, and resolving conflict. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1020</td>
<td>EMOTIONAL INTELLIGENCE FOR MANAGERS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>To be an effective manager it is important to be aware of emotional intelligence and its significant impact on the ability to manage effectively. In this course, students will assess their current emotional intelligence capabilities, determine their strengths, and identify areas of improvement. Students will examine how emotions affect behavior and how those behaviors impact their relationships with others. Students will also be introduced to strategies for managing the emotional energy in themselves and others. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1025</td>
<td>BASIC COMPUTER SKILLS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>In today's workplace a person must be computer literate to be productive. Computer literacy is a combination of understanding the hardware, software, operating system and productivity software elements and how they interact. In this course, students will learn with basic computer components and function of each component. Using Windows 7 as the operating system, students will explore methods for managing files and folders and customizing the desktop. Students will learn about various software applications used to be productive in a business environment. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1030</td>
<td>PROJECT MANAGEMENT SKILLS FOR NON-PROJECT MANAGERS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Even if not formally employed as a project manager, one may occasionally be called upon to lead a small- to medium-sized project for their organization. In this course, students learn the basics of the project management process and the tools needed to manage small- to medium-size projects. Project planning and project implementation will be explained and how these processes play into delivering a project on time and on budget. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BSCEU 1035</td>
<td>ETHICAL DECISIONS-MAKING ESSENTIALS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Making ethical decisions can be a difficult task. The decision-maker must collect details about the situation, consider the ethical issues and people involved, and then implement the best action possible. This course provides students with a self-assessment, tools, and techniques to make ethical decisions. Students will be able to use ethical decision-making concepts to select the best decision in various ethical situations. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BSCEU 1040</td>
<td>MANAGING CONFLICT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>In order to manage conflict, it is helpful to both understand how individuals react in conflict situations and identify what they can do to reduce conflict. This course will provide students with tools and assist you in understanding and implementing strategies that will help you manage conflict effectively. This course provides 0.4 continuing education units in one, 4-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1045</td>
<td>MAKING EFFECTIVE DECISIONS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Decision-making skills are essential in today’s workplace. Whether making simple or complex decisions, one needs to consider various factors that influence a decision and its results. This course provides methods and techniques used to make effective decisions. Students learn decision-making concepts and strategies used to decide upon the best choice in various situations. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1100</td>
<td>BASIC WORD PROCESSING WITH MICROSOFT WORD</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the basic functions of Word, which is designed to help users move smoothly through the task of creating professional documents. Students will learn how to create and edit simple documents, format, add tables and lists, incorporate design elements, and proof documents. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BSCEU 1150</td>
<td>ADVANCED WORD FEATURES</td>
<td>0.6</td>
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<td>Microsoft Word plays a critical role in assisting employees in their everyday word processing tasks. In this course, students will explore the advanced features of Word including creating complex documents, automating tasks, and methods to maintain consistency between documents. Students will learn how to control text flows between paragraphs and pages, insert hyperlinks, and modify how graphics and text appear together on the pages. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BSCEU 1200</td>
<td>ORGANIZING YOUR DAY WITH OUTLOOK BASICS</td>
<td>0.4</td>
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<td>Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the basic features of Outlook and the interface, Students learn how to create and send emails, to use Outlook to manage appointments and meeting, maintain contact information, create Tasks and Notes, and customize the Outlook interface. This course provides 0.4 continuing education units in one, 4-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1240</td>
<td>ADVANCED OUTLOOK FEATURES</td>
<td>0.4</td>
<td></td>
<td>Productivity software is a vital part of today's workplace. Microsoft Outlook plays a key role in assisting employees in organizing and managing their day and communications, both internally and externally. In this course, students will explore the more advanced features of Outlook. Students learn how to use advanced messaging options, calendar management, share Outlook workspaces with other users, and manage Outlook data files. This course provides 0.4 continuing education units in one, 4-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1300</td>
<td>FOUNDATIONS OF MICROSOFT EXCEL</td>
<td>0.6</td>
<td></td>
<td>Organizations rely on information to make sound decisions. The ability to make sense of all of that data is becoming more challenging and a tool like Microsoft Excel can assist in organizing and presenting data. In this course, students will explore the basic foundational skills of Microsoft Excel. Students will learn how to perform calculations, modify and format worksheets, print workbooks, and manage workbooks. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>BSCEU 1350</td>
<td>INTERMEDIATE FEATURES OF MICROSOFT(R) EXCEL(R)</td>
<td>0.8</td>
<td>School of Continuing Education</td>
<td>Using Excel(R) software's advanced spreadsheet functions, users are able to improve their efficiency and effectiveness by using powerful tools provided in the software. Users can extract and organize data using tools and formulas, sort and filter data, create PivotTables and PivotCharts, and customize workbooks. In this course, advanced formulas and various tools to analyze data will be presented. Students will learn to organize table data, present data as charts, and enhance the look and appeal of workbooks by adding graphical objects. This course provides 0.8 continuing education units over one 8-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1375</td>
<td>ADVANCED FEATURES OF MICROSOFT(R) EXCEL(R)</td>
<td>0.8</td>
<td>School of Continuing Education</td>
<td>For users that are called upon to analyze and report on data frequently, the advanced features of Excel(R) automate repetitive processes so users can focus on what is really important. This course will take a deeper dive into the advanced functions of Excel including, how to use Excel to collaborate with colleagues, automate complex or repetitive tasks, and use conditional logic to construct and apply elaborate formulas and functions. Having this knowledge will put the full power of Excel right at the user’s fingertips. This course provides 0.8 continuing education units in one, 8-hour workshop.</td>
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<tr>
<td>BSCEU 1400</td>
<td>INTRODUCTION TO MICROSOFT POWERPOINT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>In today's workplace, information is constantly streaming in and increasing each day, and with so much information it can be difficult to grab people’s attention. This course introduces students to the basic concepts of Microsoft(R) PowerPoint(R) for presenting clear, organized, and engaging information. Students will learn how to use the vast array of features and functionality of PowerPoint(R) as well as identify ways to organize content, enhance it with high-impact visuals, and effectively deliver content. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>BSCEU 1470</td>
<td>ADVANCED FEATURES OF MICROSOFT(R) POWERPOINT(R)</td>
<td>0.8</td>
<td>School of Continuing Education</td>
<td>Professionals are commonly called upon to deliver presentations with little notice, at multiple venues, and with varying requirements. Given all the variables, it may seem overwhelming for presenters to deliver their content on time and to a variety of audiences. Microsoft(R) PowerPoint(R) 2013 provides tools to help users deliver content for nearly any situation, using time effective software that provides predesigned templates. This course will introduce students to an advanced-level usability, security, collaboration, and distribution functionality of PowerPoint(R) 2013. This course provides 0.8 continuing education units in one, 8-hour workshop.</td>
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<td>BSCOM 100</td>
<td>INTRODUCTION TO COMMUNICATION</td>
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<td>This course is an introduction to the field of communication with emphasis on the history of communication study, concepts 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, organizational, intercultural, and rhetoric.</td>
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<tr>
<td>BSCOM 234</td>
<td>FOUNDATIONS OF INTERPERSONAL COMMUNICATION</td>
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<td>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.</td>
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<tr>
<td>BSCOM 268</td>
<td>FOUNDATIONS OF MASS COMMUNICATION</td>
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<td>This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.</td>
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<tr>
<td>BSCOM 300</td>
<td>ADVERTISING AND THE MEDIA</td>
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<td>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.</td>
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<td>BSCOM 324</td>
<td>COMMUNICATION RESEARCH</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.</td>
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<tr>
<td>BSCOM 330</td>
<td>COMPUTER MEDIATED COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.</td>
</tr>
<tr>
<td>BSCOM 336</td>
<td>COMMUNICATION THEORIES AND PRACTICE</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores the various theories of communication that create the foundation for study of communications in the bachelor's 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.</td>
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<tr>
<td>BSCOM 348</td>
<td>SMALL GROUP AND TEAM COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<td>BSCOM 360</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>BSCOM 384</td>
<td>MARKETING COMMUNICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>BSCOM 385</td>
<td>PUBLIC RELATIONS AND MESSAGE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>BSCOM 386</td>
<td>SALES COMMUNICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.</td>
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<tr>
<td>BSCOM 390</td>
<td>INTERCULTURAL COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.</td>
</tr>
<tr>
<td>BSCOM 410</td>
<td>MEDIA AND SOCIETY</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>BSCOM 415</td>
<td>COMMUNICATION LAW</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.</td>
</tr>
<tr>
<td>BSCOM 435</td>
<td>CREATIVITY AND COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>BSCOM 460</td>
<td>ETHICS AND COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>BSCOM 465</td>
<td>COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION</td>
<td>3</td>
<td>School of Business</td>
<td>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 managing conflict in the future.</td>
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<tr>
<td>BSCOM 470</td>
<td>MARKETING AND SALES MESSAGE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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 touch-points, and the ethical considerations associated with customer message management.</td>
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<tr>
<td>BSCOM 485</td>
<td>CAPSTONE IN COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>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 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 in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.</td>
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<td>BSHS 305</td>
<td>HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).</td>
</tr>
<tr>
<td>BSHS 312</td>
<td>MODELS OF EFFECTIVE HELPING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
<td>BSHS 325</td>
<td>HUMAN SYSTEMS AND DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training. (3 credits).</td>
</tr>
<tr>
<td>BSHS 331</td>
<td>PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN HUMAN SERVICES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Curriculum Guide Description 4/01/2004: 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.</td>
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<td>BSHS 335</td>
<td>ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.</td>
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<tr>
<td>BSHS 345</td>
<td>DIVERSITY AND SPECIAL POPULATIONS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard- to-serve populations in general. Students will complete Module 9 of the MHF training.</td>
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<tr>
<td>BSHS 355</td>
<td>DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.</td>
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<tr>
<td>BSHS 361</td>
<td>CHILD DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
<td>BSHS 371</td>
<td>ADULT AND FAMILY DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
<td>BSHS 375</td>
<td>INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.</td>
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<tr>
<td>BSHS 385</td>
<td>INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.</td>
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<tr>
<td>BSHS 391</td>
<td>LIFELONG LEARNING AND PROFESSIONAL DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
<td>BSHS 395</td>
<td>CLIENT ASSESSMENT AND PLANNING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.</td>
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<tr>
<td>BSHS 402</td>
<td>CASE MANAGEMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in the least restrictive and most cost effective settings will be examined.</td>
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<tr>
<td>BSHS 405</td>
<td>INTERVENTION, DIRECT SERVICE DELIVERY &amp; CASE MANAGEMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training. (3 credits) Prerequisite: BSHS 395.</td>
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<tr>
<td>BSHS 406</td>
<td>FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.</td>
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<tr>
<td>BSHS 407</td>
<td>FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.</td>
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<tr>
<td>BSHS 408</td>
<td>CHILDHOOD ABUSE AND NEGLECT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.</td>
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<tr>
<td>BSHS 411</td>
<td>FIELD EXPERIENCE/PART II</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Curriculum Guide Description 04/01/2004: This course will provide relevant information and support to assist students in their second field experience placement experience in a human service organization. Students will conduct interviews, create learning contracts, and develop a further 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 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 Assessment, Documentation, Facilitation of Services, and Community Living Skills and Supports.</td>
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<tr>
<td>BSHS 415</td>
<td>FIELD EXPERIENCE I</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.</td>
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<td>BSHS 4150</td>
<td>ORIENTATION TO FIELD EXPERIENCE</td>
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<td>College of Social Sciences</td>
<td>This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.</td>
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<tr>
<td>BSHS 425</td>
<td>ADMINISTRATION &amp; MANAGEMENT OF HUMAN SERVICE PROGRAMS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.</td>
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<tr>
<td>BSHS 426</td>
<td>HUMAN SERVICES MANAGEMENT: THEORY &amp; PRACTICE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field. (3 credits). Prerequisite: BSHS/425</td>
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<td>BSHS 427</td>
<td>CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement. (3 credits). Prerequisite: BSHS/426</td>
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<td>BSHS 439</td>
<td>GRIEF, LOSS AND END OF LIFE ISSUES</td>
<td>3</td>
<td>In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.</td>
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<td>BSHS 445</td>
<td>SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS</td>
<td>3</td>
<td>In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.</td>
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<tr>
<td>BSHS 455</td>
<td>WORKING WITH ADDICTIONS</td>
<td>3</td>
<td>This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.</td>
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<td>BSHS 456</td>
<td>ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS</td>
<td>3</td>
<td>This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine’s Patient Placement Criteria.</td>
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<td>BSHS 457</td>
<td>CODEPENDENCE AND WORKING WITH FAMILIES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.</td>
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<tr>
<td>BSHS 458</td>
<td>ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.</td>
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<tr>
<td>BSHS 465</td>
<td>PROFESSIONAL DEVELOPMENT AND IDENTITY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.</td>
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<tr>
<td>BSHS 471</td>
<td>MENTAL HEALTH AND CRISIS INTERVENTION PRACTICES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Curriculum Guide Description 04/01/2004: 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.</td>
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<td>Course Code</td>
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<tr>
<td>BSHS 475</td>
<td>FIELD EXPERIENCE II</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-3 hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.</td>
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<tr>
<td>BSHS 481</td>
<td>WORKING WITH GROUPS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>BSHS 485</td>
<td>CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.</td>
</tr>
<tr>
<td>BSHS 491</td>
<td>FIELD EXPERIENCE /PART III</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course will provide relevant information and support to assist students in their third field experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop a greater 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 experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour workshop meetings. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on Advocacy, Crisis Intervention, Organizational Participation, and Vocational, Educational and Career Support.</td>
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<tr>
<td>BSLS 101CA</td>
<td>ORIENTATION TO LIBERAL STUDIES IN EDUCATION</td>
<td>0</td>
<td>College of Education</td>
<td>This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, teacher performance assessments, and student teaching will be discussed.</td>
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<tr>
<td>BSS 395</td>
<td>CONTEMPORARY ISSUES AND FUTURES IN SECURITY</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course examines the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward potential futures within the criminal justice field. Students focus on relevant research about the current environment of the law enforcement field and analytic conclusions of potential future conditions. Students will apply critical thinking to and engage in in-depth discussion of these concepts in this comprehensive study of local, state, national, and global levels of criminal justice administration.</td>
</tr>
<tr>
<td>BSS 480</td>
<td>RISK MANAGEMENT PERCEPTION AND COMMUNICATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regard to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.</td>
</tr>
<tr>
<td>BSS 481</td>
<td>COUNTERTERRORISM INTELLIGENCE AND ANALYSIS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counterterrorism; examine counterterrorism analysis methods and global security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counterterrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.</td>
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<td>Course Code</td>
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<tr>
<td>BSS 482</td>
<td>SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.</td>
</tr>
<tr>
<td>BSS 483</td>
<td>WORLD VIEW OF HOMELAND SECURITY</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students in this course will develop new skills to aid in the protection, safety, and security of our society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.</td>
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<tr>
<td>BUS 212</td>
<td>FOUNDATIONS OF BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>In this course, students explore will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.</td>
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<tr>
<td>BUS 304</td>
<td>SURVEY OF GREEN AND SUSTAINABLE BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of the evolution and modern concepts of sustainable management in business. This includes how environmental principles developed into modern sustainable management practices; the influence of technology; product and service design; and the regulatory environment of sustainable business.</td>
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<td>Course Code</td>
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<tr>
<td>BUS 475</td>
<td>INTEGRATED BUSINESS TOPICS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>BUS 502</td>
<td>THE EXTERNAL FACTORS THAT IMPACT BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.</td>
</tr>
<tr>
<td>BUS 503</td>
<td>ACCOUNTING AND FINANCIAL DECISION MAKING</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.</td>
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<tr>
<td>BUS 511</td>
<td>MANAGING THE BUSINESS ENVIRONMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.</td>
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<tr>
<td>BUS 515</td>
<td>SEMINAR IN BUSINESS TOPICS</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.</td>
</tr>
<tr>
<td>BUS 721</td>
<td>ISSUES IN OPTIMIZING OPERATIONS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.</td>
</tr>
<tr>
<td>BUS 731</td>
<td>TRANSFORMING THE BUSINESS I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be delivered in Transforming the Business II.</td>
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<tr>
<td>BUS 732</td>
<td>TRANSFORMING THE BUSINESS II</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course requires the learner to integrate all previous learning by identifying and solving organizational problems as a member of an interdisciplinary team. The learner may be joined by doctoral candidates from other disciplines to consider a set of circumstances, define the problem, research the alternative solutions, applying the most appropriate methodology, and construct the best solution that optimizes the needs of the relevant stakeholders. The outcome of this course may be a continuation of Transforming the Business I.</td>
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<tr>
<td>BUS 733</td>
<td>TRANSFORMING THE BUSINESS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.</td>
</tr>
<tr>
<td>BUSP 475</td>
<td>INTEGRATED BUSINESS TOPICS</td>
<td>3</td>
<td>School of Business</td>
<td>The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student’s previous coursework.</td>
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<tr>
<td>CAP GM591</td>
<td>CASES IN CROSS-BORDER MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>CCMH 504</td>
<td>INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<td>CCMH 506</td>
<td>PERSONALITY THEORIES AND COUNSELING MODELS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.</td>
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<tr>
<td>CCMH 510</td>
<td>MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
<td>CCMH 510CA</td>
<td>MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. 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.</td>
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<tr>
<td>CCMH 511</td>
<td>FUNDAMENTAL COUNSELING SKILLS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.</td>
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<tr>
<td>CCMH 515</td>
<td>LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.</td>
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<tr>
<td>CCMH 515CA</td>
<td>LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.</td>
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<tr>
<td>CCMH 520</td>
<td>BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.</td>
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<tr>
<td>CCMH 521</td>
<td>PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.</td>
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<tr>
<td>CCMH 522</td>
<td>PSYCHOPHARMACOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.</td>
</tr>
<tr>
<td>CCMH 525</td>
<td>RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.</td>
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<tr>
<td>CCMH 535</td>
<td>PSYCHOMETRICS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.</td>
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<tr>
<td>CCMH 540</td>
<td>CAREER AND VOCATIONAL COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.</td>
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<td>CCMH 544</td>
<td>INTRODUCTION TO CLINICAL ASSESSMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.</td>
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<tr>
<td>CCMH 547</td>
<td>BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.</td>
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<tr>
<td>CCMH 548</td>
<td>PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT</td>
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<td>College of Social Sciences</td>
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<td>Students build on the skills gained in CCMH/544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.</td>
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<td>CCMH 551</td>
<td>INDIVIDUAL COUNSELING</td>
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<td>College of Social Sciences</td>
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<td>This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.</td>
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<tr>
<td>CCMH 558</td>
<td>CRISIS INTERVENTION AND TRAUMA</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.</td>
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<tr>
<td>CCMH 561</td>
<td>DEPENDENCY AND ADDICTIONS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.</td>
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<tr>
<td>CCMH 565</td>
<td>FAMILY, COUPLE, AND CHILD COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.</td>
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<tr>
<td>CCMH 568</td>
<td>GROUP COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.</td>
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<tr>
<td>CCMH 578</td>
<td>SEMINAR CLINICAL MENTAL HEALTH</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.</td>
</tr>
<tr>
<td>CCMH 581</td>
<td>SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>CCMH 585</td>
<td>COMMUNITY COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course examines principles, theories, and practices of community counseling and interventions. Topics include needs assessment, design and utilization of programs and facilities for inpatient, outpatient, partial treatment, and aftercare, as well as the utilization of the public and private mental health counseling services networks in local communities. Other topics addressed include community-based strategies for crisis intervention, interdisciplinary community outreach, and trauma counseling. Related ethical practice is integrated.</td>
</tr>
<tr>
<td>CCMH 592</td>
<td>PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<td>Course Code</td>
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<td>CCMH 592D</td>
<td>ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING</td>
<td>0</td>
<td>College of Social Sciences</td>
<td>This course is an orientation to the practicum and internship.</td>
</tr>
<tr>
<td>CCMH 597A</td>
<td>INTERNSHIP A</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.</td>
</tr>
<tr>
<td>CCMH 597B</td>
<td>INTERNSHIP B</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.</td>
</tr>
<tr>
<td>CCMH 597C</td>
<td>INTERNSHIP C</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.</td>
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<tr>
<td>CHM 109</td>
<td>INTRODUCTORY CHEMISTRY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.</td>
</tr>
<tr>
<td>CHM 110</td>
<td>INTRODUCTORY CHEMISTRY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.</td>
</tr>
<tr>
<td>CHM 150</td>
<td>GENERAL CHEMISTRY I</td>
<td>4</td>
<td>College of Humanities and Sciences</td>
<td>This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM 151: General Chemistry II.</td>
</tr>
<tr>
<td>CHM 151</td>
<td>GENERAL CHEMISTRY II</td>
<td>4</td>
<td>College of Humanities and Sciences</td>
<td>This course continues the examination of principles and applications of chemistry that was begun in CHM 150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.</td>
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<tr>
<td>CIS 207</td>
<td>INFORMATION SYSTEMS FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>CIS 211</td>
<td>OFFICE SOFTWARE SUPPORT FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an introduction to the support fundamentals of desktop software, including word processor, spreadsheet, presentation, and personal information management (e-mail, calendar, contact management, and web browsing) applications.</td>
</tr>
<tr>
<td>CIS 291</td>
<td>PC AND DEVICE FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-901 exam.</td>
</tr>
<tr>
<td>CIS 293</td>
<td>NETWORK TROUBLESHOOTING AND SUPPORT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands-on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-901 exam.</td>
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<td>Course Code</td>
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<tr>
<td>CIS 295</td>
<td>INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-902 exam.</td>
</tr>
<tr>
<td>CIS 297</td>
<td>COMPUTER SECURITY AND OPERATIONAL SUPPORT FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-902 exam.</td>
</tr>
<tr>
<td>CIS 298</td>
<td>HEALTHCARE IT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an introduction to the technical knowledge and IT skills applied to health care business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in health care.</td>
</tr>
<tr>
<td>CIS 532</td>
<td>INFORMATION SYSTEMS LEADERSHIP</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>The Information Systems Leadership course provides an opportunity for a student to explore the role of senior level information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.</td>
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<td>CIS 568</td>
<td>INFORMATION SYSTEMS CONCEPTS</td>
<td>3</td>
<td>College of Information Systems</td>
<td>This Course focuses on the role of the manager as a user and manager of information. Topics include the analysis &amp; 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.</td>
</tr>
<tr>
<td>CIT 245</td>
<td>LOCAL AREA NETWORKING FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems</td>
<td>This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, configuring an IP router, and troubleshooting common LAN switch issues.</td>
</tr>
<tr>
<td>CIT 249</td>
<td>WIDE AREA NETWORK ENVIRONMENT</td>
<td>3</td>
<td>College of Information Systems</td>
<td>This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area open shortest path first (OSPF) routing protocol and introduce IPv6 main features, addresses and basic configuration. Advanced IP services are described such as applying and troubleshooting access control lists (ACLs) and managing IP address space using network address translation (NAT) and port address translation (PAT).</td>
</tr>
<tr>
<td>CIT 274</td>
<td>ROUTING AND SWITCHING IMPLEMENTATIONS</td>
<td>3</td>
<td>College of Information Systems</td>
<td>This course describes implementing scalable medium-sized switched and routed networks. Students learn to build and improve redundant networks using spanning tree protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.</td>
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<td>Course Code</td>
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<td>Credits</td>
<td>College of Information Systems and Technology</td>
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<tr>
<td>CIT 276</td>
<td>ROUTING AND SWITCHING MANAGEMENT</td>
<td>3</td>
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<td>This course provides the knowledge and skills necessary for routing and switching management. Topics include extending local area network (LAN) into a wide area network (WAN), virtual private network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file and licensing management.</td>
</tr>
<tr>
<td>CIT 277</td>
<td>WEBSITE DEVELOPMENT FOUNDATIONS</td>
<td>3</td>
<td></td>
<td>This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.</td>
</tr>
<tr>
<td>CIT 278</td>
<td>INTERNET BUSINESS CONCEPTS</td>
<td>3</td>
<td></td>
<td>This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.</td>
</tr>
<tr>
<td>CIT 279</td>
<td>NETWORK TECHNOLOGY FOUNDATIONS</td>
<td>3</td>
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<td>This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.</td>
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<tr>
<td>Course Code</td>
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<td>College of Criminal Justice and Security</td>
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<tr>
<td>CJA 304</td>
<td>INTERPERSONAL COMMUNICATIONS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CJA 305</td>
<td>CRIMINAL LAW</td>
<td>3</td>
<td>This course is an introduction to 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 and the way criminal law impacts crime victims are also discussed.</td>
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<tr>
<td>CJA 314</td>
<td>CRIMINOLOGY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CJA 315</td>
<td>CRIMINAL PROCEDURE</td>
<td>3</td>
<td>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; and 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 examining homeland security issues.</td>
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<tr>
<td>CJA 324</td>
<td>ETHICS IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
</tr>
<tr>
<td>CJA 325</td>
<td>CRIMINAL ORGANIZATIONS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
</tr>
<tr>
<td>CJA 333</td>
<td>POLICING THEORY AND PRACTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized.</td>
</tr>
<tr>
<td>CJA 335</td>
<td>RESEARCH STATISTICS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.</td>
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<td>Course Code</td>
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<tr>
<td>CJA 344</td>
<td>CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
</tr>
<tr>
<td>CJA 345</td>
<td>RESEARCH METHODS AND EVALUATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.</td>
</tr>
<tr>
<td>CJA 355</td>
<td>GRANT WRITING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.</td>
</tr>
<tr>
<td>CJA 365</td>
<td>BUDGET, FINANCE, AND PLANNING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.</td>
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<td>CJA 373</td>
<td>CRIMINAL COURT SYSTEMS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.</td>
</tr>
<tr>
<td>CJA 374</td>
<td>JUVENILE JUSTICE SYSTEMS AND PROCESSES</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
</tr>
<tr>
<td>CJA 375</td>
<td>INTERAGENCY COMMUNICATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.</td>
</tr>
<tr>
<td>CJA 383</td>
<td>INSTITUTIONAL AND COMMUNITY CORRECTIONS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation.</td>
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<td>CJA 385</td>
<td>CRIMINAL JUSTICE POLICY ANALYSIS &amp; PROGRAM EVALUATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.</td>
</tr>
<tr>
<td>CJA 394</td>
<td>CONTEMPORARY ISSUES AND FUTURES IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
</tr>
<tr>
<td>CJA 395</td>
<td>CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. 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.</td>
</tr>
<tr>
<td>CJA 444</td>
<td>ORGANIZATIONAL BEHAVIOR AND MANAGEMENT</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
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<td>CJA 454</td>
<td>CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
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<tr>
<td>CJA 474</td>
<td>MANAGING CRIMINAL JUSTICE PERSONNEL</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
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<tr>
<td>CJA 475</td>
<td>FORECASTING AND STRATEGIC PLANNING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.</td>
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<tr>
<td>CJA 483</td>
<td>FUTURES OF CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be researched and discussed, along with established predictive techniques in the field of futures research. 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.</td>
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<tr>
<td>CJA 484</td>
<td>CRIMINAL JUSTICE ADMINISTRATION CAPSTONE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
</tr>
<tr>
<td>CJHS 395</td>
<td>ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course examines both the principle issues in contemporary human services in the criminal justice system as well as the extrapolation of such issues toward possible futures within human services in the criminal justice field. Students will focus on relevant research that reflects key elements of current conditions and what may be expected in the years to come. Such research will reflect case management, mental health care, crisis and trauma situations, and legal requirements affecting children and families as they relate to policing, courts, and corrections; the main components of the criminal justice system. 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 human services in the criminal justice system as addressed by criminal justice administration.</td>
</tr>
<tr>
<td>CJHS 400</td>
<td>THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.</td>
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<tr>
<td>CJHS 410</td>
<td>MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.</td>
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<tr>
<td>CJHS 420</td>
<td>CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, basic interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.</td>
</tr>
<tr>
<td>CJHS 430</td>
<td>COLLABORATIVE SERVICES IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of mediator, advocate, and agency representatives to include forensic evaluation. Overcoming barriers to effective service delivery through the use of collaboration is also considered.</td>
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<tr>
<td>CJS 200</td>
<td>FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course is an introduction to the foundational elements of the criminal justice system. Students will begin to examine this system from its influential past to its multi-faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems, their impact, and their roles in our society. Other topics include crime causation, terrorism.</td>
</tr>
<tr>
<td>CJS 201</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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 and philosophical 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.</td>
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<td>CJS 205</td>
<td>COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.</td>
</tr>
<tr>
<td>CJS 210</td>
<td>FUNDAMENTALS OF POLICING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational structure of police departments. This course will also discuss the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.</td>
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<tr>
<td>CJS 211</td>
<td>ETHICS IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.</td>
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<tr>
<td>CJS 215</td>
<td>INTRODUCTION TO FORENSICS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.</td>
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<td>CJS 220</td>
<td>INTRODUCTION TO CRIMINAL COURT SYSTEM</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.</td>
</tr>
<tr>
<td>CJS 221</td>
<td>CULTURAL DIVERSITY IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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.</td>
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<tr>
<td>CJS 225</td>
<td>CRITICAL THINKING IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.</td>
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<tr>
<td>CJS 230</td>
<td>INTRODUCTION TO CORRECTIONS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course is an introduction to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner's rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.</td>
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<td>CJS 231</td>
<td>CRIMINOLOGY</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.</td>
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<tr>
<td>CJS 235</td>
<td>VICTIMOLOGY</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.</td>
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<tr>
<td>CJS 240</td>
<td>INTRODUCTION TO JUVENILE JUSTICE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and explanations for delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, family, peers, school, and drug use. This course will also familiarize students with the evolution of juvenile justice and the roles of the police with juvenile offenders. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, and treatment.</td>
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<tr>
<td>CJS 241</td>
<td>INTRODUCTION TO POLICE THEORY AND PRACTICES</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course provides an overview of policing theories and practices used in United States law enforcement systems. 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.</td>
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<tr>
<td>CJS 245</td>
<td>JUVENILE JUSTICE SYSTEMS AND PROCESSES</td>
<td>3</td>
<td>College of Criminal</td>
<td>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.</td>
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<tr>
<td>CJS 250</td>
<td>INTRODUCTION TO SECURITY</td>
<td>3</td>
<td>College of Criminal</td>
<td>This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.</td>
</tr>
<tr>
<td>CJS 251</td>
<td>INTRODUCTION TO CRIMINAL COURT SYSTEMS</td>
<td>3</td>
<td>College of Criminal</td>
<td>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.</td>
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<tr>
<td>CJS 255</td>
<td>INTRODUCTION TO CORRECTIONS</td>
<td>3</td>
<td>College of Criminal</td>
<td>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.</td>
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<tr>
<td>CMCEU 1000</td>
<td>EFFECTIVE BUSINESS COMMUNICATION</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>To be successful in the business environment, one must be able to develop ideas, express them clearly, and persuade others of their viability. This course offers students effective strategies to sharpen their writing skills in letters and reports by structuring their ideas logically, exercising diplomacy and shaping their arguments for optimal effect. Students will also learn proper communication etiquette and the need for professionalism in various forms of business communication. This course provides 0.8 continuing education units in two 4-hour workshops.</td>
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<tr>
<td>CMCEU 1030</td>
<td>FACE TO FACE COMMUNICATION</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Even as technology has allowed us to connect with an ever-expanding global network through the click of a mouse, many workplace situations, often those involving conflict, feelings, or other sensitive issues, still demand human contact. In this course, students discover the power and need for face-to-face communication and how to improve skills to become a competent communicator. Topics include verbal and non-verbal elements of message delivery, how words are used to create positive relationships and resolve conflict, and how good listening ability factors into human interaction. Ways to adapt face-to-face communication principles for remote settings are also explored. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>CMC 240</td>
<td>INFORMATION STRATEGIES: PUTTING 2 AND 2 TOGETHER</td>
<td>3</td>
<td>School of Business</td>
<td>Effective communication strategies require effective information strategies. This course focuses on the gathering, analysis, synthesis, and evaluation that comprise information literacy as a standard of modern problem solving. Students will recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. They will furthermore do this with an eye toward social responsibility and professional ethics.</td>
</tr>
<tr>
<td>CMC 260</td>
<td>COMMUNICATION VARIETY: THE SPICE OF LIFE</td>
<td>3</td>
<td>School of Business</td>
<td>The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations - often tacit - about how communication should occur, and problems - often misunderstood - about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.</td>
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<tr>
<td>CMCEU 1040</td>
<td>TIME MANAGEMENT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Time is a form of currency, and the ways that we talk about it illustrate its value: we say &quot;Time is money,&quot; and &quot;My time was well spent,&quot; or &quot;It's a waste of time.&quot; Like most professionals, you've probably struggled with managing this resource effectively. In this course, you will practice techniques that will help you achieve more effective use of your time so that you can direct your energy towards the activities that will further your professional and personal goals. You will identify effective time-management strategies, including defining personal and professional goals, establishing priorities, and identifying the tasks that will be critical to achieving those goals. You will also create a personal time-management action plan. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>CMGT 245</td>
<td>IS SECURITY CONCEPTS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course 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.</td>
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<tr>
<td>CMGT 400</td>
<td>INTRO TO INFORMATION ASSURANCE &amp; SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.</td>
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<tr>
<td>CMGT 410</td>
<td>PROJECT PLANNING AND IMPLEMENTATION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.</td>
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<td>CMGT 413</td>
<td>APPLICATION ACQUISITION AND SOURCING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.</td>
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<tr>
<td>CMGT 420</td>
<td>INTEGRATED PROJECT MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course helps to prepare students for the Project Management Institute (PMI®) (CAPM®) certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.</td>
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<tr>
<td>CMGT 430</td>
<td>ENTERPRISE SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
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<tr>
<td>CMGT 431</td>
<td>INFORMATION SYSTEMS SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces students to the concepts of information systems security within the framework of the major security certification, the Certified Information Systems Security Professional (CISSP). It provides an overview of each of the CISSP’s ten domains and prepares students for more detailed work in the subsequent program courses. Those domains include Access Controls; Application Security; Business Continuity and Disaster Recovery; Cryptography; Information Security and Risk Management; Legal, Regulations, Compliance, and Investigation; Security Architecture and Design, Telecommunications and Network Security.</td>
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<td>CMGT 433</td>
<td>CYBER SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.</td>
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<tr>
<td>CMGT 442</td>
<td>INFORMATION SYSTEMS RISK MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
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<tr>
<td>CMGT 445</td>
<td>APPLICATION IMPLEMENTATION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.</td>
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<tr>
<td>CMGT 554</td>
<td>IT INFRASTRUCTURE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
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<td>CMGT 555</td>
<td>SYSTEMS ANALYSIS AND DEVELOPMENT</td>
<td>3</td>
<td>This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality and development and the support of business objectives during the software engineering process.</td>
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<tr>
<td>CMGT 556</td>
<td>ENTERPRISE MODELS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 557</td>
<td>EMERGING TECHNOLOGIES &amp; ISSUES</td>
<td>3</td>
<td>The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.</td>
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<td>CMGT 575</td>
<td>CIS PROJECT MANAGEMENT</td>
<td>3</td>
<td>This course will provide both theory and application of the skills required for Project Management. Topics covered will include: identifying deliverables, determining work break-down structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, PERT and Gantt charts. MS Project, a project management application, will be used extensively at this course.</td>
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<td>Course Code</td>
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<tr>
<td>CMGT 578</td>
<td>CIS STRATEGIC PLANNING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need and responsibilities of an information technology steering committee, the relationship of information technology planning to the overall organizational mission, goals, and assessment of the organization's current state, determination of information technology, project and management requirements, and means of prioritizing and selecting information technology projects.</td>
</tr>
<tr>
<td>CMGT 582</td>
<td>SECURITY &amp; ETHICS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>CMGT 583</td>
<td>IS INTEGRATION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>CMHC 551</td>
<td>HUMAN SEXUALITY AND SEX THERAPY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>CMHC 597C</td>
<td>INTERNSHIP C</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Mental health counseling internship is a 900-hour clinical experience divided into three parts (A, B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.</td>
</tr>
<tr>
<td>CNSL 500</td>
<td>ORIENTATION TO THE COUNSELING PROFESSION</td>
<td>0</td>
<td>College of Social Sciences</td>
<td>CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.</td>
</tr>
<tr>
<td>CNSL 502</td>
<td>GRADUATE PORTFOLIO I</td>
<td>0</td>
<td>College of Social Sciences</td>
<td>Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-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 Social Sciences.</td>
</tr>
<tr>
<td>CNSL 503R</td>
<td>RESIDENCY I</td>
<td>1</td>
<td>College of Social Sciences</td>
<td>This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus is the last requirement for formal admission into the counseling program. The residency is experiential, with organized opportunities for students to observe, practice, and demonstrate fundamental counseling and helping skills. Topics in this course include counselor self-efficacy, oral and written communication skills, basic interviewing skills, application of counseling theory to counseling models and practice, and finally an evaluation of students' readiness to move forward in the program. (1 credit)</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>CNSL 513R</td>
<td>RESIDENCY II</td>
<td>1</td>
<td>College of Social Sciences</td>
<td>This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development, oral communication skills, research methodologies, and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. Students also practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. The capstone of the residency is staffing a clinical case and role play. (1 credit)</td>
</tr>
<tr>
<td>CNSL 523R</td>
<td>RESIDENCY III</td>
<td>1</td>
<td>College of Social Sciences</td>
<td>This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. This residency is used to determine the student’s readiness for work with diverse populations during clinical placement in practicum and internship courses. Students demonstrate skills in case conceptualization, diagnosis and rationalization, treatment planning using evidence-based approaches, and cultural and career awareness. Additional counseling topics include crisis and trauma, professional orientation and identity, personal growth and self-care concepts, and completion of a scenario-based exam. (1 credit)</td>
</tr>
<tr>
<td>CNSL 556</td>
<td>PORTFOLIO II</td>
<td>0</td>
<td>College of Social Sciences</td>
<td>Portfolio II assists students in the process of integrating and evaluating their learning in the Master of Science in Counseling Program at this point in both academic and experiential studies. Portfolio II is an assessment process that requires students to draw from and integrate material from previous courses in the program and demonstrate the application of that learning both professionally and personally. Students must successfully pass all areas to move forward in the program.</td>
</tr>
<tr>
<td>COM 295</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Education</td>
<td>Description</td>
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<tr>
<td>COM 295T</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
<td>Business</td>
<td>This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.</td>
</tr>
<tr>
<td>COM 340</td>
<td>MASS COMMUNICATION</td>
<td>3</td>
<td>Business</td>
<td>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, 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 in the future.</td>
</tr>
<tr>
<td>COM 516</td>
<td>PROFESSIONAL COMMUNICATIONS</td>
<td>1</td>
<td>Education</td>
<td>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.</td>
</tr>
<tr>
<td>COM 520</td>
<td>ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION &amp; TRAINING</td>
<td>3</td>
<td>Education</td>
<td>In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and tools for collaborative learning.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College</td>
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<tr>
<td>COM 537</td>
<td>ORGANIZATIONAL COMMUNICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.</td>
</tr>
<tr>
<td>COM 600</td>
<td>COMMUNICATION SKILLS FOR GRADUATE STUDY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.</td>
</tr>
<tr>
<td>COM 705</td>
<td>COMMUNICATION STRATEGIES</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.</td>
</tr>
<tr>
<td>COM PA523</td>
<td>COMMUNICATIONS FOR PUBLIC ADMINISTRATORS</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between career, appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College/School</td>
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<tr>
<td>COMM 110</td>
<td>INTRODUCTION TO ORAL COMMUNICATION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>COMM 315</td>
<td>DIVERSITY ISSUES IN COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.</td>
</tr>
<tr>
<td>COMM 400</td>
<td>MANAGEMENT COMMUNICATION SKILLS</td>
<td>3</td>
<td>School of Business</td>
<td>This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.</td>
</tr>
<tr>
<td>COMM 470</td>
<td>COMMUNICATING IN THE VIRTUAL WORKPLACE</td>
<td>3</td>
<td>School of Business</td>
<td>This course offers guidance and examples on how to communicate effectively in a growing workplace that is dependent upon technology as a means to communicate globally. The course provides students with an understanding of technology mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, internet, e-commerce, and the impacts upon customer satisfaction of new communications technologies are explored.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>School/Department</td>
<td>Description</td>
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<tr>
<td>COMP 295</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.</td>
</tr>
<tr>
<td>COMPROG</td>
<td>COMPUTER PROGRAMMING LAB</td>
<td>0</td>
<td>Non-College Specific</td>
<td>This is a workshop for the new BSIT program for Computer Programming.</td>
</tr>
<tr>
<td>COMPROGLAB</td>
<td>COMPUTER PROGRAMMING LAB</td>
<td>0</td>
<td>Non-College Specific</td>
<td>This is a workshop for the new BSIT program Computer Programming Labs.</td>
</tr>
<tr>
<td>CONFWKSP</td>
<td>CONFLICT RESOLUTION FOR STUDY GROUPS</td>
<td>0</td>
<td>Non-College Specific</td>
<td>This is not an actual course. It has been entered as a means to schedule a non-academic activity.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Business</td>
<td>Description</td>
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<tr>
<td>CPMGT 300</td>
<td>PROJECT MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>CPMGT 301</td>
<td>STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>CPMGT 302</td>
<td>PROCUREMENT AND RISK MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>CPMGT 303</td>
<td>PROJECT ESTIMATING AND CONTROL TECHNIQUES</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>School of Business</td>
<td>Description</td>
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<tr>
<td>CPMGT 304</td>
<td>LEADING PROJECTS IN ORGANIZATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>CPMGT 305</td>
<td>PROJECT MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>School of Business</td>
<td>This course is the capstone of the project management courses. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.</td>
</tr>
<tr>
<td>CPMGT 310</td>
<td>PROJECT MANAGEMENT METHODOLOGIES</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.</td>
</tr>
<tr>
<td>CPMGT 311</td>
<td>AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to rapidly deliver improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning tracking, and tools for defining and measuring progress.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>School of Business</td>
<td>Description</td>
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<tr>
<td>CPMGT 312</td>
<td>PROGRAM MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.</td>
</tr>
<tr>
<td>CPSS 210</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is an overview of the organization and jurisdictions of local, state, and federal law enforcement, the judicial system, and corrections agencies involved in the criminal justice system. Special issues affecting the criminal justice system including prevention efforts, recidivism, and evidence-based practices are reviewed.</td>
</tr>
<tr>
<td>CPSS 215</td>
<td>SURVEY OF CORRECTIONS IN THE UNITED STATES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies, and organizations who manage convicted offenders. Other topics covered include policies and procedures, sentencing, community supervision, and rehabilitations of prisoners.</td>
</tr>
<tr>
<td>CPSS 225</td>
<td>SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>College of Social Sciences</td>
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<tr>
<td>CPSS 235</td>
<td>WORKING WITH THE JUVENILE JUSTICE SYSTEM</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.</td>
</tr>
<tr>
<td>CPSS 240</td>
<td>FOUNDATIONS OF CRIMINAL BEHAVIOR</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.</td>
</tr>
<tr>
<td>CPSS 300</td>
<td>WORKING WITH THE CORRECTIONAL POPULATION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.</td>
</tr>
<tr>
<td>CPSS 315</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides a view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Students explore human thoughts, feelings, and actions as influenced by other people.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Social Sciences</td>
<td>Description</td>
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<tr>
<td>CPSS 330</td>
<td>ESSENTIALS OF COMMUNICATION IN CORRECTIONS</td>
<td>3</td>
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<td>This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.</td>
</tr>
<tr>
<td>CPSS 370</td>
<td>INTAKE, ASSESSMENT, AND CLASSIFICATION</td>
<td>3</td>
<td></td>
<td>This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.</td>
</tr>
<tr>
<td>CPSS 385</td>
<td>CASE PLANNING AND CASE MANAGEMENT</td>
<td>3</td>
<td></td>
<td>The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual’s risk, needs, and resources. Students examine the factors that influence case planning and management.</td>
</tr>
<tr>
<td>CPSS 395</td>
<td>PROGRAM FACILITATION SKILLS</td>
<td>3</td>
<td></td>
<td>This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>College of Social Sciences</td>
<td>Description</td>
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<tr>
<td>CPSS 400</td>
<td>INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.</td>
</tr>
<tr>
<td>CPSS 405</td>
<td>WORKING WITH SEX OFFENDERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.</td>
</tr>
<tr>
<td>CPSS 410</td>
<td>OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.</td>
</tr>
<tr>
<td>CPSS 411</td>
<td>MENTAL HEALTH ISSUES IN THE FORENSIC SETTING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>CPSS 412</td>
<td>ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces students to the diagnostic criteria for organic- and physiologically-based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.</td>
</tr>
<tr>
<td>CPSS 413</td>
<td>CHARACTER- AND PERSONALITY-BASED DISORDERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.</td>
</tr>
<tr>
<td>CPSS 415</td>
<td>WORKING WITH JUVENILE OFFENDERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.</td>
</tr>
<tr>
<td>CPSS 416</td>
<td>OVERVIEW OF ADOLESCENT DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.</td>
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<td>Course Code</td>
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<tr>
<td>CPSS 417</td>
<td>THE ROLE AND INFLUENCE OF THE FAMILY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course allows students to examine the complex correlation between family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.</td>
</tr>
<tr>
<td>CPSS 418</td>
<td>PREVENTION AND TREATMENT INTERVENTIONS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces students to basic prevention and treatment models for addressing delinquent behavior. Students survey a variety of interventions and strategies specific to juvenile offenders.</td>
</tr>
<tr>
<td>CPSS 420</td>
<td>ISSUES OF SUBSTANCE ABUSE AND ADDICTION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.</td>
</tr>
<tr>
<td>CPSS 421</td>
<td>ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course examines the development of addiction disorders and the factors that influence substance abuse. Students explore the prevalence of co-occurring disorders and addictions in vulnerable population.</td>
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<td>Course Code</td>
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<td>College/School</td>
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<tr>
<td>CPSS 422</td>
<td>ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.</td>
</tr>
<tr>
<td>CPSS 423</td>
<td>PREVENTION, SELF-HELP, AND TREATMENT MODELS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.</td>
</tr>
<tr>
<td>CPSS 430</td>
<td>MAINTAINING BOUNDARIES AND SELF-CARE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.</td>
</tr>
<tr>
<td>CSC 390</td>
<td>CULTURE AND COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School</td>
<td>Description</td>
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<tr>
<td>CSC 391</td>
<td>GEOGRAPHY, CULTURE AND COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.</td>
</tr>
<tr>
<td>CSC 392</td>
<td>ETHNIC AND CULTURAL DIVERSITY</td>
<td>3</td>
<td>School of Business</td>
<td>Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.</td>
</tr>
<tr>
<td>CSC 477</td>
<td>RACE AND CLASS IN THE MEDIA</td>
<td>3</td>
<td>School of Business</td>
<td>Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.</td>
</tr>
<tr>
<td>CSS 422</td>
<td>SOFTWARE ARCHITECTURE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.</td>
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<tr>
<td>Course Code</td>
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<td>College</td>
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<tr>
<td>CSS 562</td>
<td>Programming Concepts</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>CTEC 510</td>
<td>Overview of Career and Technical Education</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.</td>
</tr>
<tr>
<td>CTEC 511</td>
<td>Career and Technical Education Curriculum and Instruction</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.</td>
</tr>
<tr>
<td>CTEC 512</td>
<td>Career and Technical Education Leadership</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares participants to lead career and technical education (CTE) programs. Participants examine the roles and responsibilities of CTE leaders, as well as standards and legislation that affect CTE programs, CTE program management, and CTE stakeholder relationships. Participants explore current and future trends in CTE, as well as partnerships between high schools and colleges. Participants look closely at their own CTE program as it relates to evaluation and improvement.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Degree or Certification</td>
<td>Description</td>
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<tr>
<td>CTEL 501</td>
<td>LANGUAGE AND LANGUAGE DEVELOPMENT</td>
<td>4</td>
<td>College of Education</td>
<td>This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes and stages of language acquisition will also be covered.</td>
</tr>
<tr>
<td>CTEL 502</td>
<td>ASSESSMENT AND INSTRUCTION</td>
<td>4</td>
<td>College of Education</td>
<td>This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines ELD and SDML such as resources, approaches and methods, listening and speaking, and reading and writing.</td>
</tr>
<tr>
<td>CTEL 503</td>
<td>CULTURE AND INCLUSION</td>
<td>4</td>
<td>College of Education</td>
<td>This course addresses cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning.</td>
</tr>
<tr>
<td>CTSKILLS</td>
<td>CRITICAL THINKING WORKSHOP</td>
<td>0</td>
<td>Non-College Specific</td>
<td>The ability to think critically, solve problems, and make decisions is a valuable skill that students will need to apply both in their professional lives and academic careers. Some decisions are routine and require little, if any, contemplation. Other decisions are complex and require a considerable amount of thought and reflection. This three hour seminar introduces students to the concept of assumptions in critical thinking and presents a model to aid in the examination of complex decisions. First, students are presented with a definition of assumptions, an explanation of how assumptions are developed, and an examination of strategies for identifying assumptions that drive their own behavior. It also presents the critical thinking definition of argument and how language is used to support or discredit arguments. Second, students are presented with a five-step problem solving model. Whether a complicated work problem, a difficult assignment at school, or a major life decision; this model gives students a tool for evaluating situations, developing alternatives, and shaping a plan of action.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Campus/Location</td>
<td>Course Description</td>
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<td>CUR 505</td>
<td>SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP</td>
<td>3</td>
<td>College of Education</td>
<td>Learners in this course have the opportunity to analyze the field of education from a social and global perspective. Learners investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.</td>
</tr>
<tr>
<td>CUR 506</td>
<td>THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.</td>
</tr>
<tr>
<td>CUR 515</td>
<td>CRITICAL THINKING AND INNOVATIVE SKILLS</td>
<td>3</td>
<td>College of Education</td>
<td>Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.</td>
</tr>
<tr>
<td>CUR 516</td>
<td>CURRICULUM THEORY AND INSTRUCTIONAL DESIGN</td>
<td>4</td>
<td>College of Education</td>
<td>In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>CUR 518</td>
<td>MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.</td>
</tr>
<tr>
<td>CUR 520</td>
<td>ADVOCATING FOR LEARNING</td>
<td>3</td>
<td>College of Education</td>
<td>Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.</td>
</tr>
<tr>
<td>CUR 525</td>
<td>ETHICAL ISSUES IN EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will ethically respond to social and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision-making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.</td>
</tr>
<tr>
<td>CUR 528</td>
<td>ASSESSMENT OF LEARNING</td>
<td>3</td>
<td>College of Education</td>
<td>Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Education</td>
<td>Description</td>
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<td>CUR 530</td>
<td>ASSESSMENT AND EVALUATION MODELS</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.</td>
</tr>
<tr>
<td>CUR 532</td>
<td>FACILITATING ONLINE LEARNING</td>
<td>3</td>
<td>College of Education</td>
<td>Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.</td>
</tr>
<tr>
<td>CUR 535</td>
<td>RESEARCH FOR IMPROVED PRACTICE</td>
<td>4</td>
<td>College of Education</td>
<td>Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.</td>
</tr>
<tr>
<td>CUR 540</td>
<td>METHODS OF COACHING IN THE INSTRUCTIONAL SETTING</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. Learners examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Learners will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.</td>
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<tr>
<td>Course Code</td>
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<td>CUR 545</td>
<td>USING TECHNOLOGY FOR TEACHING AND LEARNING</td>
<td>3</td>
<td>College of Education</td>
<td>Learners evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st century classroom. Learners will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, learners will determine how they will advocate and be change-agents for technology integration within their districts, schools, classrooms, and the community.</td>
</tr>
<tr>
<td>CUR 550</td>
<td>ENGAGING IN COMMUNITIES OF PRACTICE</td>
<td>3</td>
<td>College of Education</td>
<td>Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.</td>
</tr>
<tr>
<td>CUR 555</td>
<td>PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT</td>
<td>3</td>
<td>College of Education</td>
<td>Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.</td>
</tr>
<tr>
<td>CUR 711</td>
<td>DEVELOPMENTAL AND LEARNING THEORIES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<td>COURSE</td>
<td>TITLE</td>
<td>CREDITS</td>
<td>DEPARTMENT</td>
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<td>CUR 712</td>
<td>CURRICULUM THEORY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.</td>
</tr>
<tr>
<td>CUR 713</td>
<td>CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course provides an overview of the historical and current theories of curriculum, development, and learning. Students examine the effects these theories have on the educational process, curriculum design, and the implementation of instructional programs. With a foundation in the major theorists and tenets of their theories, students analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.</td>
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<tr>
<td>CUR 721</td>
<td>CURRICULUM DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.</td>
</tr>
<tr>
<td>CUR 722</td>
<td>INSTRUCTIONAL MODELS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Advanced Studies</td>
<td>Description</td>
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<td>CUR 723</td>
<td>ASSESSMENT OF STUDENT LEARNING</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>CUR 731</td>
<td>SUPERVISION OF CURRICULUM AND INSTRUCTION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>CUR 732</td>
<td>PROGRAM EVALUATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students explore 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.</td>
</tr>
<tr>
<td>CVCEU 2100</td>
<td>THE 5 CHOICES(R) TO EXTRAORDINARY PRODUCTIVITY</td>
<td>1.6</td>
<td>School of Continuing Education</td>
<td>The ordinary just happens, but extraordinary - that’s a choice. Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten the ability to think clearly, make good decisions, and accomplish what matters most leaving individuals worn out and unfulfilled. This course offers the exceptional FranklinCovey(R) The 5 Choices of Productivity. This course presents time management redefined for the twenty-first century offering insights to increase productivity of teams, individuals, and organizations while empowering individuals to make more selective, high-impact choices about where to invest valuable time, attention, and energy. This 16 instructional hour course issues 1.6 continuing education units.</td>
</tr>
</tbody>
</table>
Every day brings crashing waves of demands: texts, emails, interruptions, meetings, phone calls, tweets, blogs - not to mention the high-pressure challenges of jobs - that can be overwhelming and exhausting. The sheer number of distractions can threaten our ability to think clearly, make good decisions, and accomplish what matters most, leaving individuals worn out and unfulfilled. This course covers Choice 4 from the exceptional FranklinCovey (TM) The 5 Choices of Productivity. This materials is time management redefined for the twenty-first century: offering insights to increase productivity through the use of technology. This course provides .6 continuing education units in one, 6-hour workshop.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>School or College</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVCEU 2500</td>
<td>RULE YOUR TECHNOLOGY DON'T LET IT RULE YOU</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.</td>
</tr>
<tr>
<td>CYB 205</td>
<td>Infrastructure Administration</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.</td>
</tr>
<tr>
<td>CYB 409</td>
<td>Information Systems Leadership, Projects and Operations</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces principles and techniques of user interface design with particular emphasis on databases.</td>
</tr>
<tr>
<td>DAT 335</td>
<td>User Interface Principles and Design</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>College/Department</td>
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<tr>
<td>DAT 565</td>
<td>DATA ANALYSIS AND BUSINESS ANALYTICS</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.</td>
</tr>
<tr>
<td>DBM 280</td>
<td>FUNDAMENTALS OF ACCESS DATABASE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.</td>
</tr>
<tr>
<td>DBM 294</td>
<td>QUERYING A SQL SERVER</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for querying a Microsoft® SQL server.</td>
</tr>
<tr>
<td>DBM 296</td>
<td>ADMINISTERING A SQL SERVER</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL server database.</td>
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<td>Course Code</td>
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<tr>
<td>DBM 298</td>
<td>IMPLEMENTING A DATA WAREHOUSE</td>
<td>College of Information Systems and Technology</td>
<td>3</td>
<td>This course examines the use of database technology in a variety of information technology applications. Emphasis is placed on implementing, configuring, deploying, and maintaining SQL Server Integration Services (SSIS), Analysis Services (SSAS), and Reporting Services (SSRS) solutions. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for implementing a data warehouse with Microsoft SQL server.</td>
</tr>
<tr>
<td>DBM 380</td>
<td>DATABASE CONCEPTS</td>
<td>College of Information Systems and Technology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DBM 381</td>
<td>DATABASE CONCEPTS</td>
<td>College of Health Sciences and Nursing</td>
<td>3</td>
<td>This course covers health care 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 within the health care industry.</td>
</tr>
<tr>
<td>DBM 384</td>
<td>SPECIAL PURPOSE DATABASES</td>
<td>College of Information Systems and Technology</td>
<td>3</td>
<td>This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.</td>
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<td>DBM 460</td>
<td>ENTERPRISE DATABASE MANAGEMENT SYSTEMS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.</td>
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<tr>
<td>DBM 502</td>
<td>DATABASE MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.</td>
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<tr>
<td>DEVQA 898</td>
<td>TEST COURSE 4</td>
<td>3</td>
<td>Non-College Specific</td>
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<tr>
<td>DEVQA 899</td>
<td>TEST COURSE 5</td>
<td>3</td>
<td>Non-College Specific</td>
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<tr>
<td>DEVQA 997</td>
<td>TEST COURSE 1</td>
<td>3</td>
<td>Non-College Specific</td>
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<tr>
<td>DEVQA 998</td>
<td>TEST COURSE 2</td>
<td>4</td>
<td>Non-College Specific</td>
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<tr>
<td>DEVQA 999</td>
<td>TEST COURSE 3</td>
<td>3</td>
<td>Non-College Specific</td>
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<tr>
<td>DEVQA LAD</td>
<td>TEST COURSE 6</td>
<td>10</td>
<td>Non-College Specific</td>
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<td>Course Code</td>
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<td>DHA 711</td>
<td>ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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. 3 credits.</td>
</tr>
<tr>
<td>DHA 712</td>
<td>RISK MANAGEMENT IN COMPLEX ORGANIZATIONS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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. 3 credits.</td>
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<td>DHA 713</td>
<td>MANAGING RESOURCES IN HEALTH ORGANIZATIONS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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. 3 credits.</td>
</tr>
<tr>
<td>DHA 714</td>
<td>HEALTH CARE MARKETING</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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. 3 credits.</td>
</tr>
<tr>
<td>DHA 715</td>
<td>RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.</td>
</tr>
<tr>
<td>DHA 721</td>
<td>HEALTH CARE ECONOMICS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course focuses on the application of economic theory to the amount, organization, 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. 3 credits.</td>
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<td>DHA 722</td>
<td>POLICY AND REGULATION IN HEALTH CARE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Contemporary administration requires a thorough understanding of governmental policy and regulatory development process. Students analyze the history of health financing legislation and regulatory implications of the Medicare and Medicaid programs. This course examines the impact of emerging social, economic, 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.</td>
</tr>
<tr>
<td>DHA 723</td>
<td>EXECUTIVE INFORMATION SYSTEMS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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. 3 credits.</td>
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<tr>
<td>DHA 724</td>
<td>GLOBALIZATION OF HEALTH CARE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course focuses on global health care systems with the objective of improving the US 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. 3 credits.</td>
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<tr>
<td>DHA 731</td>
<td>POPULATION HEALTH AND EPIDEMIOLOGY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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. 3 credits.</td>
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<tr>
<td>DHA 732</td>
<td>EVALUATION OF HEALTH CARE PROGRAMS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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. 3 credits.</td>
</tr>
<tr>
<td>DHA 733</td>
<td>CONTEMPORARY LEADERSHIP ISSUES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This seminar focuses on the application 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. 3 credits.</td>
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<td>DHAX 733</td>
<td>CONTEMPORARY LEADERSHIP ISSUES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This seminar focuses on the application 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.</td>
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<tr>
<td>DISCWKSP</td>
<td>DISC FOR STUDY GROUPS</td>
<td>0</td>
<td>Non-College Specific</td>
<td>The DISC for Study Groups is a class that provides a personality profile and behavioral profile for students to help them improve their communication and interaction with other study group members. It is designed to help students succeed in their study groups.</td>
</tr>
<tr>
<td>DOC 700</td>
<td>DEVELOPING THE DOCTORAL IDENTITY</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.</td>
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<tr>
<td>DOC 705R</td>
<td>CREATIVE AND CRITICAL THINKING</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.</td>
</tr>
<tr>
<td>DOC 710R</td>
<td>DOCTORAL STUDIES SEMINAR AND WORKSHOP</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>As an orientation to doctoral learning, this course provides opportunities for students to engage in a transformational learning process by positioning themselves within their cultural context, the emerging doctoral community, and the larger field of interest. Students will develop their critical consciousness as a scholar earning a Doctor of Philosophy (PhD) in Higher Education Administration or Nursing. Class activities will include critical reading, scholarly writing, dialogic interaction, reflexive practice, and collaborative projects. As an outcome of the course, students will refine their disposition toward the doctoral process and develop plans and practical skills to succeed in the program.</td>
</tr>
<tr>
<td>DOC 720</td>
<td>PROPOSAL SEMINAR</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement, purpose statement, and determined the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.</td>
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<tr>
<td>DOC 720N</td>
<td>PROPOSAL SEMINAR</td>
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<td>School of Advanced Studies</td>
<td>This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement, purpose statement, and determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.</td>
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<tr>
<td>DOC 720R</td>
<td>DOCTORAL SEMINAR I</td>
<td>2</td>
<td>School of Advanced Studies</td>
<td>This 3-day residency course begins the formal development of the student’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, and the intended impact of the study on the profession and society. The outcome of this course is a concept paper that articulates a specific goal and plan that will evolve into the student’s dissertation. This course will incorporate students from various doctoral programs/disciplines.</td>
</tr>
<tr>
<td>DOC 720S</td>
<td>PRECIS SEMINAR</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This seminar is designed to focus on the development of the student’s precis submitted in DOC/720R. The development and revision of the precis will be ongoing throughout this 3-week seminar. Topics in the seminar include problem statements, research questions, hypotheses and testing, and the intended impact of the study on the profession and society. The outcome of this seminar is a revised precis that articulates a specific goal and plan that will evolve into the student’s dissertation. This seminar will incorporate students from various doctoral programs.</td>
</tr>
<tr>
<td>DOC 721</td>
<td>PROSPECTUS AND PROPOSAL WORKSHOP</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>DOC 721N</td>
<td>PROSPECTUS AND PROPOSAL WORKSHOP</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>DOC 721R</td>
<td>DOCTORAL SEMINAR I</td>
<td>2</td>
<td>School of Advanced Studies</td>
<td>This three-day residency course begins the formal development of the learner’s Doctoral Project that will be on-going throughout the curriculum and submitted at the end of the program. Topics in the course include research study methods, problem statements, research questions, hypotheses to be tested, samples and populations, the intended impact of the Project on the profession and society. The outcome is a Prospectus (or blueprint) that articulates a specific goal and plan that later in the program evolves into the learner’s Doctoral Proposal. 2 credits.</td>
</tr>
<tr>
<td>DOC 721S</td>
<td>CONCEPT PAPER SEMINAR</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This seminar is designed to focus on the development of the student’s concept paper submitted in DOC/721R. The development and revision of the concept paper will be ongoing throughout this 3-week seminar. Topics in the seminar include problem statements, research questions, hypotheses and testing, samples and populations, and the intended impact of the study on the profession and society. The outcome of this seminar is a revised concept paper that articulates a specific goal and plan that will evolve into the student’s dissertation. This seminar will incorporate students from various doctoral programs/disciplines.</td>
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<tr>
<td>DOC 722</td>
<td>DOCTORAL SEMINAR II</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the 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. 3 credits.</td>
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<tr>
<td>DOC 723</td>
<td>DOCTORAL SEMINAR II</td>
<td>3</td>
<td>This course is designed to focus on the Doctoral Proposal for approval. During this course, the work from the Second-Year Residency will be applied to the development of the 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.</td>
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<tr>
<td>DOC 730R</td>
<td>PROFESSIONAL DEVELOPMENT AND SOCIALIZATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>DOC 731R</td>
<td>COLLABORATIVE CASE STUDY</td>
<td>3</td>
<td>This five-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 learned and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. 3 credits.</td>
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<tr>
<td>DOC 732R</td>
<td>DOCTORAL SEMINAR III</td>
<td>2</td>
<td>This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.</td>
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<tr>
<td>DOC 733</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOC 733A</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOC 733B</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.</td>
</tr>
<tr>
<td>DOC 733R</td>
<td>DOCTORAL SEMINAR III</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This 5-day residency course supports the students' professional and scholarly development in their respective discipline through experiential and interactive activities. Students will synthesize and integrate theory and practice to apply them toward the development of leadership in their communities.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Department</td>
<td>Description</td>
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<tr>
<td>DOC 734</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOC 734A</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOC 734B</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOC 734R</td>
<td>DOCTORAL SEMINAR IV</td>
<td>2</td>
<td>School of Advanced Studies</td>
<td>This 3-day residency course is designed to facilitate the process through an approved doctoral proposal to final submission of the doctoral dissertation due at the end of the program, with the final chapters being explored for content and format.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School</td>
<td>Description</td>
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<tr>
<td>DOC 735 RESEARCH PROPOSAL</td>
<td>3 School of Advanced Studies</td>
<td>Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.</td>
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</tr>
<tr>
<td>DOC 736A DISSERTATION I</td>
<td>3 School of Advanced Studies</td>
<td>The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOC 736B DISSERTATION I</td>
<td>3 School of Advanced Studies</td>
<td>This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOC 736C DISSERTATION I</td>
<td>3 School of Advanced Studies</td>
<td>The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC/737.</td>
<td></td>
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</tr>
<tr>
<td>Course Code</td>
<td>Dissertation Code</td>
<td>Credits</td>
<td>Program</td>
<td>Description</td>
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<tr>
<td>DOC 736IA</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.</td>
</tr>
<tr>
<td>DOC 736IB</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.</td>
</tr>
<tr>
<td>DOC 736IC</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.</td>
</tr>
<tr>
<td>DOC 736N1</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>School of Advanced Studies</td>
<td>Description</td>
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<tr>
<td>DOC 736N2</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 736N3</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 737</td>
<td>DISSERTATION II</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 737I</td>
<td>DISSERTATION II</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course the learner/chair agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Study</td>
<td>Description</td>
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<tr>
<td>DOC 737N</td>
<td>DISSERTATION II</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738A</td>
<td>DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738B</td>
<td>DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738C</td>
<td>DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738A</td>
<td>DISSERTATION DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.</td>
</tr>
<tr>
<td>DOC 738B</td>
<td>DISSERTATION DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.</td>
</tr>
<tr>
<td>DOC 738C</td>
<td>DISSERTATION DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.</td>
</tr>
<tr>
<td>DOC 738N1</td>
<td>DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td>School</td>
<td>Description</td>
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</tr>
<tr>
<td>DOC 738N2</td>
<td>DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738N3</td>
<td>DEFENSE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 740R</td>
<td>ANNUAL RENEWAL</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>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/733 and DOC/734. 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 &quot;all but dissertation&quot; status.</td>
</tr>
<tr>
<td>DOC 741</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>School of Advanced Studies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOC 741A</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.</td>
</tr>
<tr>
<td>DOC 741B</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.</td>
</tr>
<tr>
<td>DOC 741R</td>
<td>ANNUAL RENEWAL RESIDENCY</td>
<td>2</td>
<td>School of Advanced Studies</td>
<td>This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion.</td>
</tr>
<tr>
<td>DOC 742</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Program</td>
<td>Description</td>
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</tr>
<tr>
<td>DOC 742A</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOC 742B</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.</td>
</tr>
<tr>
<td>DOC 787</td>
<td>CONCEPT CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This course will allow the student to submit to the Concept Review.</td>
</tr>
<tr>
<td>DOC 788</td>
<td>CONCEPT CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This course will allow the student to submit to the Concept Review.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>School of Advanced Studies</td>
<td>Description</td>
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<tr>
<td>DOC 887</td>
<td>DISSERTATION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.</td>
</tr>
<tr>
<td>DOC 888</td>
<td>DISSERTATION CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.</td>
</tr>
<tr>
<td>DOC 889</td>
<td>DISSERTATION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This course will allow the student to submit to Quality Review of Methods.</td>
</tr>
<tr>
<td>DOC 890</td>
<td>DISSERTATION CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This course will provide the student time to work with their chair and submit to Quality Review of Methods.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Credit</td>
<td>Department</td>
<td>Course Details</td>
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</tr>
<tr>
<td>DOC 891</td>
<td>Dissertation Continuation Enrollment I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This course will allow the student to submit to Quality Review of Methods.</td>
</tr>
<tr>
<td>DOC 892</td>
<td>Dissertation Continuation Enrollment II</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This course will provide the student time to work with their chair and submit to Quality Review of Methods.</td>
</tr>
<tr>
<td>DOC 893</td>
<td>Dissertation Continuation Enrollment I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).</td>
</tr>
<tr>
<td>DOC 987</td>
<td>Project Continuation Enrollment I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This course will allow the student to submit to Quality Review Final.</td>
</tr>
<tr>
<td>DOC</td>
<td>Course Name</td>
<td>CRN</td>
<td>College</td>
<td>Description</td>
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<tr>
<td>DOC 988</td>
<td>PROJECT CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This course will provide the student time to work with the chair and submit to Quality Review Final.</td>
</tr>
<tr>
<td>DOC 989</td>
<td>PROJECT CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.</td>
</tr>
<tr>
<td>DOC 990</td>
<td>PROJECT CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This course will provide the student time to work with the chair and submit to Quality Review Final.</td>
</tr>
<tr>
<td>DOC 991</td>
<td>PROJECT CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This course will allow the student to submit to Quality Review Final.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Department</td>
<td>Description</td>
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</tr>
<tr>
<td>DOC 992</td>
<td>PROJECT CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>This course will provide the student time to work with the chair and submit to Quality Review Final.</td>
</tr>
<tr>
<td>DOC 993</td>
<td>DISSERTATION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>In this course, students will conduct the oral defense of their dissertation.</td>
</tr>
<tr>
<td>DOC 994</td>
<td>Dissertation Continuing Enrollment</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>In this course, students will conduct the oral defense of their dissertation.</td>
</tr>
<tr>
<td>DOC 995</td>
<td>Dissertation Continuing Enrollment</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>In this course, students will conduct the oral defense of their dissertation.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Advanced Studies</td>
<td>Description</td>
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<tr>
<td>DOC 996</td>
<td>Dissertation Continuing Enrollment</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>In this course, students will conduct the oral defense of their dissertation.</td>
</tr>
<tr>
<td>DOC 999</td>
<td>DOCTORAL DISSERTATION REVIEW FACULTY</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>Test course for doctoral dissertation review faculty.</td>
</tr>
<tr>
<td>DOCX 733</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This is a chair-guided course for students to finalize their dissertation proposals. The chair and committee members will work with the student to assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOCX 733A</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
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<tr>
<td>DOCX 733B</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.</td>
</tr>
<tr>
<td>DOCX 734</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOCX 734A</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
</tr>
<tr>
<td>DOCX 734B</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
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<td>DSC 330</td>
<td>DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.</td>
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<tr>
<td>ECE 205</td>
<td>DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.</td>
</tr>
<tr>
<td>ECE 206</td>
<td>CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.</td>
</tr>
<tr>
<td>ECE 207</td>
<td>ASSESSMENT IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of assessment techniques used in early childhood education, including assessment of children with special needs. Participants 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 are also explored. Participants examine developmental and differentiated assessment strategies for children, birth through age eight.</td>
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<td>ECE 510</td>
<td>Effective Instruction for Early Childhood Education</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.</td>
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<tr>
<td>ECE 511</td>
<td>Language and Literacy Methods in Early Childhood Education</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.</td>
</tr>
<tr>
<td>ECE 512</td>
<td>Early Childhood Assessment</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.</td>
</tr>
<tr>
<td>ECE 513</td>
<td>Early Childhood Growth and Development</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.</td>
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<td>ECE 514</td>
<td>FAMILY/COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.</td>
</tr>
<tr>
<td>ECH 205</td>
<td>EARLY CHILDHOOD GROWTH AND DEVELOPMENT</td>
<td>3</td>
<td>College of Education</td>
<td>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 development of children from birth through age 8. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.</td>
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<tr>
<td>ECH 211</td>
<td>INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.</td>
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<tr>
<td>ECH 300</td>
<td>ORIENTATION TO EARLY CHILDHOOD EDUCATION</td>
<td>0</td>
<td>College of Education</td>
<td>This course is designed to provide an orientation to the primary components of the Teacher Education Program for Early Childhood. 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.</td>
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<td>ECH 301</td>
<td>FOUNDATIONS OF EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.</td>
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<tr>
<td>ECH 302</td>
<td>EXCEPTIONALITIES OF THE YOUNG CHILD</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. 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 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.</td>
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<tr>
<td>ECH 321</td>
<td>DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines developmentally-effective strategies used in implementing and managing a positive and active learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.</td>
</tr>
<tr>
<td>ECH 390</td>
<td>EARLY CHILDHOOD STUDENT TEACHING SEMINAR</td>
<td>1</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<th>Course Code</th>
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<th>College of Education</th>
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<tr>
<td>ECH 400</td>
<td>ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD</td>
<td>3</td>
<td>College of Education</td>
<td>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 are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.</td>
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<tr>
<td>ECH 416</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on methodology and assessment strategies that enhance young children’s learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of young children 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 children’s problem-solving skills.</td>
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<tr>
<td>ECH 418</td>
<td>COMMUNITY AND FAMILY ENGAGEMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.</td>
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<tr>
<td>ECH 420</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). 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.</td>
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<td>ECH 430</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). 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.</td>
</tr>
<tr>
<td>ECH 435</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.</td>
</tr>
<tr>
<td>ECH 498</td>
<td>EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>ECH 499</td>
<td>EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)</td>
<td>4</td>
<td>College of Education</td>
<td>This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 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 Kindergarten through Age 8 or through Grade 3 student teaching experiences.</td>
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<tr>
<td>ECH 588</td>
<td>EARLY CHILDHOOD ENDORSEMENT STUDENT TEACHING</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>ECH 598</td>
<td>EARLY CHILDHOOD STUDENT TEACHING, PART A</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>ECH 599</td>
<td>EARLY CHILDHOOD STUDENT TEACHING, PART B</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>ECO 212</td>
<td>PRINCIPLES OF ECONOMICS</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.</td>
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<td>ECO 365</td>
<td>PRINCIPLES OF MICROECONOMICS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>ECO 365T</td>
<td>PRINCIPLES OF MICROECONOMICS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>ECO 370</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.</td>
</tr>
<tr>
<td>ECO 372</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>ECO 372T</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>ECO 561</td>
<td>ECONOMICS</td>
<td>3</td>
<td>School of Business</td>
<td>This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.</td>
</tr>
<tr>
<td>EDCEU 1001</td>
<td>CLASSROOM MANAGEMENT/STUDENT ENGAGEMENT</td>
<td>0.5</td>
<td>School of Continuing Education</td>
<td>Excellent classroom management is critical for new and experienced teachers alike. This professional development course focuses on strategies used in managing a positive classroom. Topics include management models, motivation, working with disruptive students, classroom expectations and procedures, and communication. Students will practice using multiple strategies for student engagement and classroom management. This course provides 0.5 continuing education units in one, 5-hour course.</td>
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<tr>
<td>EDCEU 1002</td>
<td>ASSESSMENT AND EVALUATION</td>
<td>0.5</td>
<td>School of Continuing Education</td>
<td>Educators recognize the need for regular assessment and effective student evaluation; however, implementation can be challenging. This professional development course examines the importance of regular assessment within classroom instruction and identifies ways to interpret the data obtained from those assessments. Participants will explore the different types of assessment, the analysis of data and corresponding instructional techniques. This course provides 0.5 continuing education units in one 5-hour course.</td>
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<td>EDCEU 1003</td>
<td>DIFFERENTIATED LEARNING</td>
<td>0.5</td>
<td>School of Continuing Education</td>
<td>Differentiation is no easy feat. This professional development course will provide a foundation for educators to create reading and writing activities that meet the needs of students with varied abilities and learning preferences. Participants will review selected pre-reading, guided reading, and post-reading activities that heighten comprehension and retention for diverse learners. Tools and resources will be reviewed to assist educators in the creation of rubrics that reflect reading comprehension, writing skills, and content area mastery, including selecting supplemental content area media for a variety of reading levels. This course provides 0.5 continuing education units in one, 5-hour course.</td>
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<tr>
<td>EDCEU 1004</td>
<td>POSITIVE BEHAVIOR AND SUPPORTS (PBIS)</td>
<td>0.5</td>
<td>School of Continuing Education</td>
<td>This course is designed for administrators and school teams interested in the development and implementation process of PBIS, a multi-tiered system of support proven to significantly reduce the occurrence of problem behaviors, improve school climate, and increase academic performance. Participants will gain knowledge and skills to begin the planning process in their school.</td>
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<tr>
<td>EDCEU 1005</td>
<td>THE GIFTED AND TALENTED LEARNER</td>
<td>0.5</td>
<td>School of Continuing Education</td>
<td>This course focuses on the unique academic, social and emotional needs of gifted students and addresses some instructional practices to differentiate for gifted learners in the classroom. Participants will explore common characteristics and unique attributes specific to subgroups within the gifted population. Critical and Creative Thinking strategies for use in classrooms with gifted and talented students will be identified and implemented into general instructional practices.</td>
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<tr>
<td>EDCEU 1006</td>
<td>HIGHER ORDER THINKING SKILLS</td>
<td>0.5</td>
<td>School of Continuing Education</td>
<td>Higher Order Thinking Skills (HOTS) must be a component of all units and lessons in this age of rigorous standards. This professional development course examines the (HOTS) required for students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze and communicate their understandings. Norman Webb's Depth of Knowledge construct, which measures cognitive demand, suggests complex and challenging assessments must be supported by rigorous instruction. Participants will explore and discuss strategies to integrate HOTS into regular classroom instruction.</td>
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<tr>
<td>EDCEU 1007</td>
<td>THE HIGHLY EFFECTIVE SUBSTITUTE EDUCATOR</td>
<td>1.5</td>
<td>School of Continuing Education</td>
<td>This professional development course is designed to examine the characteristics and skills necessary to become a highly effective substitute educator. Emphasis will be placed on the substitute educator as a professional, classroom management, and instructional strategies that promote student learning.</td>
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<tr>
<td>EDCEU 1008</td>
<td>FLORIDA TEACHER CERTIFICATION EXAM GK TEST PREP</td>
<td>0.5</td>
<td>School of Continuing Education</td>
<td>This course prepares students for the Florida Teacher Certification General Knowledge Exam by reviewing key reading, English language skills and essay, as well as key mathematics topics.</td>
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<tr>
<td>EDD 711</td>
<td>SOCIAL CONTEXTS AND CONTEMPORARY ISSUES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.</td>
</tr>
<tr>
<td>EDD 712</td>
<td>LEADERSHIP IN CONTEMPORARY ORGANIZATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.</td>
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B-173
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Division</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>EDD 713</td>
<td>LIFE LONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and 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.</td>
</tr>
<tr>
<td>EDD 714</td>
<td>COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.</td>
</tr>
<tr>
<td>EDD 721</td>
<td>PLANNING AND LEADING CHANGE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>EDD 722</td>
<td>THE LEGAL CONTEXT OF EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 laws and specific pieces of education legislation are reviewed.</td>
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<tr>
<td>Course Code</td>
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<td>Credit Hours</td>
<td>School of Advanced Studies</td>
<td>Description</td>
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<tr>
<td>EDD 723</td>
<td>ETHICS AND VALUES IN LEARNING ORGANIZATIONS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The ethics and values-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.</td>
</tr>
<tr>
<td>EDD 724</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students analyze the impact of change on the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating faculty, staff, and students, and creating dynamic learning environments. Leading change in learning environments and also counterbalancing resistance to change for faculty, staff, and students are addressed. The importance of fostering faculty development and building professional learning communities are of special focus.</td>
</tr>
<tr>
<td>EDD 731</td>
<td>THE ECONOMICS OF EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The principles and theories of the economics of education are examined. The role that federal, state, and local governments 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.</td>
</tr>
<tr>
<td>EDD 732</td>
<td>CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>EDD 733</td>
<td>EVALUATION AND ASSESSMENT METHODS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course explores the strengths and weaknesses of evaluation and assessment methods utilized in learning organizations. Accreditation issues, outcomes-based assessment, institutional research, and student and faculty evaluation are key topics. The influence of leadership styles on evaluation and assessment methods is also examined.</td>
</tr>
<tr>
<td>EDS 799</td>
<td>EDUCATIONAL SPECIALIST CAPSTONE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>EDT 711</td>
<td>EDUCATIONAL TECHNOLOGY RESEARCH</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>EDT 721</td>
<td>INSTRUCTIONAL DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.</td>
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<td>Course Code</td>
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<tr>
<td>EDT 722</td>
<td>DISTANCE LEARNING</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course traces the development of distance learning, including past, present, and future trends. Students relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Students also explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability.</td>
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<tr>
<td>EDT 723</td>
<td>INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.</td>
</tr>
<tr>
<td>EDT 731</td>
<td>SYSTEM ANALYSIS AND DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>EDT 732</td>
<td>INTEGRATING TECHNOLOGY AND CURRICULUM</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.</td>
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<tr>
<td>EDT 733</td>
<td>TECHNOLOGY LEADERSHIP</td>
<td>3</td>
<td>School of Advanced</td>
<td>This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.</td>
</tr>
<tr>
<td>EDTPA 510</td>
<td>Candidate Preparation for edTPA</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on preparing teacher candidates to pass edTPA (Teacher Performance Assessment). Participants will focus on the following topics: requirements and expectations for edTPA, academic language, planning instruction, teaching planned lessons, and assessment and evaluation. Finally, learners will familiarize and prepare a mock edTPA.</td>
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<tr>
<td>EDTPA 515</td>
<td>Remediation for edTPA</td>
<td>3</td>
<td>College of Education</td>
<td>This course remediates teacher candidates who have previously been unsuccessful in passing the edTPA (Teacher Performance Assessment). Participants focus on the reintroduction of the following topics: requirements and expectations for edTPA, academic language, planning instruction, teaching planned lessons, and assessment and evaluation. Finally, learners prepare an action plan for the successful completion of the edTPA assessment.</td>
</tr>
<tr>
<td>EDU 101</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.</td>
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<tr>
<td>Course Code</td>
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<td>College of Education</td>
<td>Semester Description</td>
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<td>EDU 105</td>
<td>DIVERSITY IN EDUCATIONAL SETTINGS</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.</td>
</tr>
<tr>
<td>EDU 200</td>
<td>INTRODUCTION TO ASSESSMENT</td>
<td>3</td>
<td>College of Education</td>
<td>In this course learners are introduced to the role of assessment in education. The purpose and types of assessment are identified including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Learners will also explore the topics of feedback and grading.</td>
</tr>
<tr>
<td>EDU 215</td>
<td>ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions—whether inherited through culture and tradition or consciously adopted—interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.</td>
</tr>
<tr>
<td>EDU 300</td>
<td>ORIENTATION TO TEACHER EDUCATION</td>
<td>0</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>EDU 300CA</td>
<td>ORIENTATION TO TEACHER EDUCATION</td>
<td>0</td>
<td>College of Education</td>
<td>This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.</td>
</tr>
<tr>
<td>EDU 301</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 301CA</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 305</td>
<td>CHILD DEVELOPMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a preK-8 environment.</td>
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<tr>
<td>EDU 305CA</td>
<td>CHILD DEVELOPMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.</td>
</tr>
<tr>
<td>EDU 311</td>
<td>MODELS AND THEORIES OF INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.</td>
</tr>
<tr>
<td>EDU 311CA</td>
<td>MODELS AND THEORIES OF INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.</td>
</tr>
<tr>
<td>EDU 315</td>
<td>LEGAL &amp; ETHICAL ISSUES IN EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.</td>
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<tr>
<td>EDU 321</td>
<td>CLASSROOM MANAGEMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.</td>
</tr>
<tr>
<td>EDU 321CA</td>
<td>CLASSROOM MANAGEMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.</td>
</tr>
<tr>
<td>EDU 390</td>
<td>ELEMENTARY EDUCATION SEMINAR</td>
<td>1</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 500</td>
<td>PROFESSIONAL COMMUNICATIONS</td>
<td>1</td>
<td>College of Education</td>
<td>This course provides new graduate students 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, the purpose and use of the electronic portfolio, program standards, critical thinking, and stress and time management.</td>
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<td>EDU 701</td>
<td>Academic Affairs Administration</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course introduces and examines the major functions traditionally 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.</td>
</tr>
<tr>
<td>EDU 703</td>
<td>Student Affairs Administration</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 704</td>
<td>Understanding the Infrastructure of Higher Education</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 705</td>
<td>The Inclusive Campus: Addressing Differing Student Needs</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>EDU 706</td>
<td>COMPARATIVE MODELS OF HIGHER EDUCATION ADMINISTRATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>EDU 709</td>
<td>THE COMMUNITY COLLEGE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.</td>
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<tr>
<td>EDU 711</td>
<td>CORE FUNCTIONS OF HIGHER EDUCATION ADMINISTRATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>EDU 712</td>
<td>HISTORY OF EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<td>School of Study</td>
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<tr>
<td>EDU 724</td>
<td>STUDENT DEVELOPMENT THEORY</td>
<td>3</td>
<td>Advanced Studies</td>
<td>This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to college student development. Application and use of theory to everyday practice and a diverse population of students in higher education will be discussed.</td>
</tr>
<tr>
<td>EDU 732</td>
<td>PLANNING, EVALUATION, &amp; ASSESSMENT IN HIGHER EDUCA</td>
<td>3</td>
<td>Advanced Studies</td>
<td>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.</td>
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<tr>
<td>EDUC 519</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>Education</td>
<td>This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.</td>
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<tr>
<td>EDUC 521</td>
<td>CLASSROOM MANAGEMENT FOR EDUCATORS</td>
<td>3</td>
<td>Education</td>
<td>In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.</td>
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<tr>
<td>EDUC 522</td>
<td>CURRICULUM DEVELOPMENT AND INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.</td>
</tr>
<tr>
<td>EDUC 523</td>
<td>MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.</td>
</tr>
<tr>
<td>EDUC 524</td>
<td>Assessment and Evaluation for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.</td>
</tr>
<tr>
<td>EDUC 525</td>
<td>Theories of Growing and Learning</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>EDUC 526</td>
<td>Overview of Adolescent Psychology</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.</td>
</tr>
<tr>
<td>EDUC 527</td>
<td>TEACHING CRITICAL THINKING SKILLS</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.</td>
</tr>
<tr>
<td>EDUC 528</td>
<td>Communication Strategies for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.</td>
</tr>
<tr>
<td>EDUC 529</td>
<td>Communication Strategies for Educators and Administrators</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to help school educators and administrators develop and implement effective strategies for communicating with internal and external stakeholders to create a positive learning community. Participants explore and apply the communication essentials necessary for working with diverse students, staff, and stakeholders, including active listening; information gathering and delivery; negotiation; persuasion; written, verbal, and nonverbal messages; cultural sensitivity; and the use of technology and social media. Critical issues, common barriers, and ethical questions regarding school communication are also examined.</td>
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<tr>
<td>EDUC 545</td>
<td>FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.</td>
</tr>
<tr>
<td>EDUC 546</td>
<td>Promoting Safe School Environments</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides participants with practical skills in fostering school safety, preventing school violence, promoting digital and cyber security, and preparing for and responding to crisis events that may adversely impact the school community. Current research that outlines professional best practices and provides fundamental information to support a safe school environment is explored. In addition, communication, collaboration, and continuous improvement are addressed. Participants prepare a comprehensive safe school plan.</td>
</tr>
<tr>
<td>EDUC 547</td>
<td>Human Relations and Multiculturalism for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of human relations and multiculturalism in the educational setting. The focus is on building an awareness of diversity, relating effectively with all groups in a pluralistic society, and building respect for human dignity and individual rights. Dealing with dehumanizing biases and translating knowledge of human relations into techniques that result in positive experiences for students is also emphasized.</td>
</tr>
<tr>
<td>EDUC 548</td>
<td>Coaching and Mentoring</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.</td>
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<td>Course Code</td>
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<td>College of Education</td>
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<td>EED 400</td>
<td>ASSESSMENT IN ELEMENTARY EDUCATION</td>
<td>College of Education</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EED 416</td>
<td>ELEMENTARY METHODS: MATHEMATICS</td>
<td>College of Education</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EED 420</td>
<td>ELEMENTARY METHODS - SCIENCE</td>
<td>College of Education</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EED 425</td>
<td>ELEMENTARY METHODS-HEALTH/PE</td>
<td>College of Education</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<td>EED 430</td>
<td>ELEMENTARY METHODS - SOCIAL STUDIES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EED 435</td>
<td>ELEMENTARY METHODS - FINE ARTS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EED 436CA</td>
<td>ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.</td>
</tr>
<tr>
<td>EED 438CA</td>
<td>ELEMENTARY METHODS: MATHEMATICS AND SCIENCE</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.</td>
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<tr>
<td>Course Code</td>
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<td>EED 444</td>
<td>ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.</td>
</tr>
<tr>
<td>EED 496</td>
<td>STUDENT TEACHING</td>
<td>8</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.</td>
</tr>
<tr>
<td>EED 498</td>
<td>ELEMENTARY STUDENT TEACHING, SEMINAR I</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EED 498CA</td>
<td>ELEMENTARY STUDENT TEACHING, SEMINAR I</td>
<td>4</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CaITPA 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.</td>
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<tr>
<td>Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Education</td>
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<td>EED 499</td>
<td>ELEMENTARY STUDENT TEACHING, SEMINAR II</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EED 499CA</td>
<td>ELEMENTARY STUDENT TEACHING: SEMINAR II</td>
<td>4</td>
<td>College of Education</td>
<td>This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full range of Teaching Performance Expectations.</td>
</tr>
<tr>
<td>ELEC 710</td>
<td>PHD/HEA ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Elective courses for the Online Extended Studies in the PhD/HEA 001 program</td>
</tr>
<tr>
<td>ELEC 711</td>
<td>PHD/HEA ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Elective courses for the Online Extended Studies in the PhD/HEA 001 program</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Type</td>
<td>Credits</td>
<td>Department</td>
<td>Description</td>
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<tr>
<td>ELEC 712</td>
<td>PHD/HEA ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Elective courses for the Online Extended Studies in the PhD/HEA 001 program</td>
</tr>
<tr>
<td>ELEC 713</td>
<td>PHD I/O ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Elective course for PHD I/O program: PSYCH/780 or PSYCH/790</td>
</tr>
<tr>
<td>ELEC 714</td>
<td>DHA ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Placeholder for elective courses in the DHA program.</td>
</tr>
<tr>
<td>ELEC 725</td>
<td>DOCTORAL EXTENSION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Doctoral Extension</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Education</td>
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<tr>
<td>ELL 300</td>
<td>INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE</td>
<td>3</td>
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<td>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 English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.</td>
</tr>
<tr>
<td>ELL 500</td>
<td>INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE</td>
<td>3</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>ELM 532</td>
<td>Creating an Effective Learning Environment</td>
<td>3</td>
<td></td>
<td>This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.</td>
</tr>
<tr>
<td>ELM 533</td>
<td>Instruction and Assessment for Diverse Learners</td>
<td>3</td>
<td></td>
<td>This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>ELM 534</td>
<td>Elements of Literacy Content and Curricular Knowledge</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.</td>
</tr>
<tr>
<td>ELM 535</td>
<td>Application of Research-Based Literacy Instruction</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.</td>
</tr>
<tr>
<td>ELM 536</td>
<td>Social Studies Content and Curricular Knowledge</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.</td>
</tr>
<tr>
<td>ELM 537</td>
<td>Science Content and Curricular Knowledge</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>College of Education</td>
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<tr>
<td>ELM 538</td>
<td>Mathematics Content and Curricular Knowledge</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.</td>
</tr>
<tr>
<td>ELM 539</td>
<td>PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>2</td>
<td>College of Education</td>
<td>This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards. Candidates examine 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. They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Additionally, this course explores instructional approaches for integrating physical education and health with other content.</td>
</tr>
<tr>
<td>ELM 545</td>
<td>ELEMENTARY STUDENT TEACHING</td>
<td>3</td>
<td>College of Education</td>
<td>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 decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.</td>
</tr>
<tr>
<td>ELM 583</td>
<td>Elementary Clinical Practice</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>College of Education</td>
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<td>ELM 586</td>
<td>ELEMENTARY CLINICAL PRACTICE A</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.</td>
</tr>
<tr>
<td>ELM 587</td>
<td>ELEMENTARY CLINICAL PRACTICE B</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.</td>
</tr>
<tr>
<td>ELM 590</td>
<td>ELEMENTARY STUDENT TEACHING PART A</td>
<td>4</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CaTTPA 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.</td>
</tr>
<tr>
<td>ELM 595</td>
<td>ELEMENTARY STUDENT TEACHING PART B</td>
<td>4</td>
<td>College of Education</td>
<td>This course will focus on the elements of the CaTTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.</td>
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<tr>
<td>Course Code</td>
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<td>ELM 598</td>
<td>ELEMENTARY STUDENT TEACHING PART A</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>ELM 599</td>
<td>ELEMENTARY STUDENT TEACHING PART B</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>EMC 310</td>
<td>PRINCIPLES OF EMERGENCY MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.</td>
</tr>
<tr>
<td>EMC 320</td>
<td>EMERGENCY PREPAREDNESS AND PLANNING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.</td>
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<tr>
<td>Course</td>
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<tr>
<td>EMC 330</td>
<td>POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.</td>
</tr>
<tr>
<td>EMC 340</td>
<td>EMERGENCY SERVICES AND THE COMMUNITY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.</td>
</tr>
<tr>
<td>EMC 350</td>
<td>MANAGING EMERGENCY RESPONSE OPERATIONS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.</td>
</tr>
<tr>
<td>ENG 100</td>
<td>CRITICAL READING AND COMPOSITION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course develops the reading, writing and critical thinking skills that are essential for academic and life success.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>ENG 101</td>
<td>EFFECTIVE ESSAY WRITING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.</td>
</tr>
<tr>
<td>ENG 102</td>
<td>RESEARCH WRITING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.</td>
</tr>
<tr>
<td>ENG 106</td>
<td>SURVEY OF LITERARY MASTERPIECES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 125</td>
<td>LITERATURE IN SOCIETY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>ENG 135</td>
<td>ESSENTIALS OF CONTEMPORARY COMMUNICATION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.</td>
</tr>
<tr>
<td>ENG 157</td>
<td>MULTICULTURAL LITERATURE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 200</td>
<td>RHETORIC AND RESEARCH</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.</td>
</tr>
<tr>
<td>ENG 222</td>
<td>INTRODUCTION TO TECHNICAL WRITING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>ENG 230</td>
<td>MECHANICS OF WRITING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.</td>
</tr>
<tr>
<td>ENG 240</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.</td>
</tr>
<tr>
<td>ENG 260</td>
<td>FOLKLORE AND FAIRYTALES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping and use of folklore and fairytales in society.</td>
</tr>
<tr>
<td>ENG 265</td>
<td>THE SHORT STORY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines the short story through notable works and writers.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td>ENG 270</td>
<td>LITERARY INTERPRETATION AND ANALYSIS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This is a foundational course in developing the skills necessary for effective and appropriate academic writing. This course reviews the elements of grammar, mechanics, style and proper documentation of outside sources.</td>
</tr>
<tr>
<td>ENG 280</td>
<td>RHETORIC AND CRITICAL THINKING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.</td>
</tr>
<tr>
<td>ENG 295</td>
<td>CHILDREN'S LITERATURE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.</td>
</tr>
<tr>
<td>ENG 301</td>
<td>AMERICAN ETHNIC LITERATURE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, 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.</td>
</tr>
<tr>
<td>ENG 313</td>
<td>WRITING PROPOSALS</td>
<td>1</td>
<td>College of Humanities and Sciences</td>
<td>This is a one credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.</td>
</tr>
<tr>
<td>ENG 340</td>
<td>CREATIVE WRITING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 380</td>
<td>APPLIED LINGUISTICS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 437</td>
<td>LITERARY GENRES ACROSS CULTURES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.</td>
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<td>Course Code</td>
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<tr>
<td>ENG 437CA</td>
<td>LITERARY GENRES ACROSS CULTURES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<td>This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.</td>
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<tr>
<td>ENG 480</td>
<td>APPLIED RHETORIC</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<td>This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.</td>
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<tr>
<td>ENG 491</td>
<td>AMERICAN LITERATURE TO 1860</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<td>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.</td>
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<tr>
<td>ENG 492</td>
<td>AMERICAN LITERATURE SINCE 1860</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<td>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.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>College of Humanities and Sciences</td>
<td>Description</td>
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<tr>
<td>ENG 493</td>
<td>ENGLISH LITERATURE TO 1800</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 494</td>
<td>ENGLISH LITERATURE SINCE 1800</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 495</td>
<td>ADVANCED CREATIVE WRITING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENGP PROF 01</td>
<td>ENGLISH COMPOSITION PROFICIENCY COURSE</td>
<td>0</td>
<td>College of Humanities and Sciences</td>
<td>This proficiency exam, which is a zero credit-bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG/220, COMM/215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass/fail course.</td>
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<td>Course Code</td>
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<td>ENT 527</td>
<td>OPPORTUNITY ASSESSMENT AND INNOVATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course is an introduction to entrepreneurship and the entrepreneurial mindset. This course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapreneurship, and social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.</td>
</tr>
<tr>
<td>ENT 586</td>
<td>INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on innovative technologies that advance organizational success and sustainability. Students will receive hands-on experience with technology that impacts innovation and performance. The ethical and financial challenges of technology are explored.</td>
</tr>
<tr>
<td>ENT 588</td>
<td>INNOVATION AND DESIGN: CAPSTONE PROJECT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.</td>
</tr>
<tr>
<td>ENV 100</td>
<td>PRINCIPLES OF ENVIRONMENTAL SCIENCE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Humanities and Sciences</td>
<td>Description</td>
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<tr>
<td>ENV 100M</td>
<td>PRINCIPLES OF ENVIRONMENTAL SCIENCE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<tr>
<td>ENV 310</td>
<td>ENVIRONMENTAL MANAGEMENT</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>ENV 315</td>
<td>GLOBAL CHANGE</td>
<td>3</td>
<td>College of Humanities and Sciences</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>
</tr>
<tr>
<td>ENV 320</td>
<td>ENVIRONMENTAL LAW</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course explores the administrative regulations and policies that are requisite to the management of health and safety in the workplace. Federal, state, and local policies will be examined.</td>
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</table>
ENV 340  ENERGY AND THE ENVIRONMENT 3  College of Humanities and Sciences
This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

ENV 410  ENVIRONMENTAL TOXICOLOGY 3  College of Humanities and Sciences
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.

ENV 420  ENVIRONMENTAL RISK ASSESSMENT 3  College of Humanities and Sciences
This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 431  PUBLIC POLICY ANALYSIS 3  College of Humanities and Sciences
This course will examine the fundamentals of public policy analysis to the environment. Student will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
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<th>Course</th>
<th>Title</th>
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<th>Department</th>
<th>Description</th>
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<tbody>
<tr>
<td>ESL 300</td>
<td>TEACHING ENGLISH LANGUAGE LEARNERS</td>
<td>3</td>
<td>College of Education</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>
</tr>
<tr>
<td>ETH 120</td>
<td>CULTURAL DIVERSITY IN THE UNITED STATES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.</td>
</tr>
<tr>
<td>ETH 125</td>
<td>CULTURAL DIVERSITY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.</td>
</tr>
<tr>
<td>ETH 316</td>
<td>ETHICS AND SOCIAL RESPONSIBILITY</td>
<td>3</td>
<td>College of Humanities and Sciences</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>
</tr>
</tbody>
</table>

B-210
<p>| ETH 321 | ETHICAL AND LEGAL TOPICS IN BUSINESS | 3 | School of Business | This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of commercial law, and understand the impact of technology on intellectual property rights. |
| ETH 328 | DATA ETHICS AND SECURITY | 3 | School of Business | This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques. |
| ETH 557 | ACCOUNTING ETHICS | 3 | School of Business | 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. |
| EXAM 799 | COMPREHENSIVE EXAMINATION | 1 | School of Advanced Studies | The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy. |</p>
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<th>Course Code</th>
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<th>Credit Hours</th>
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<th>Description</th>
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<tr>
<td>FIN 366</td>
<td>FINANCIAL INSTITUTIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.</td>
</tr>
<tr>
<td>FIN 370</td>
<td>FINANCE FOR BUSINESS</td>
<td>3</td>
<td>School of Business</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>
</tr>
<tr>
<td>FIN 370T</td>
<td>FINANCE FOR BUSINESS</td>
<td>3</td>
<td>School of Business</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>
</tr>
<tr>
<td>FIN 375</td>
<td>FINANCIAL MANAGEMENT IN THE SMALL BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<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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<td>Code</td>
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<td>School</td>
<td>Description</td>
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<tr>
<td>FIN 402</td>
<td>INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<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 410</td>
<td>WORKING CAPITAL MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.</td>
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<tr>
<td>FIN 415</td>
<td>CORPORATE RISK MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>FIN 419</td>
<td>FINANCE FOR DECISION MAKING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<td>FIN 420</td>
<td>PERSONAL FINANCIAL PLANNING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>FIN 422</td>
<td>RETIREMENT AND BENEFIT PLANNING</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deduction and contribution limits, and create a full financial plan, including retirement, for an individual.</td>
</tr>
<tr>
<td>FIN 428</td>
<td>INSURANCE FOR FINANCIAL PLANNING</td>
<td>3</td>
<td>School of Business</td>
<td>This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.</td>
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<tr>
<td>FIN 444</td>
<td>MERGERS, ACQUISITIONS, AND CORPORATE RESTRUCTURING</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to analyze merger and acquisition (M&amp;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&amp;A activities. Additionally, the course examines business failures and restructuring strategies.</td>
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<td>FIN 467</td>
<td>REAL ESTATE INVESTMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course involves the study of the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's investment environment.</td>
</tr>
<tr>
<td>FIN 486</td>
<td>STRATEGIC FINANCIAL MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.</td>
</tr>
<tr>
<td>FIN 571</td>
<td>CORPORATE FINANCE</td>
<td>3</td>
<td>School of Business</td>
<td>This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.</td>
</tr>
<tr>
<td>FIN 572</td>
<td>HEALTHCARE FINANCE</td>
<td>3</td>
<td>School of Business</td>
<td>This course applies healthcare finance concepts to make effective management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include reimbursement strategies, cash flow, working capital, capital budgets, and long-term financing.</td>
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<tr>
<td>FIN 575</td>
<td>PROJECT BUDGET AND FINANCE</td>
<td>3</td>
<td>Business School</td>
<td>This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.</td>
</tr>
<tr>
<td>FIN 580</td>
<td>GLOBAL CAPITAL MARKETS</td>
<td>3</td>
<td>Business School</td>
<td>This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.</td>
</tr>
<tr>
<td>FIN 585</td>
<td>FINANCIAL CONTROLLING</td>
<td>3</td>
<td>Business School</td>
<td>This course analyzes several topics concerning financial control. Students will explore design and use of cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, use of balanced scorecard to evaluate financial/nonfinancial managerial performance, and post-auditing of capital investments.</td>
</tr>
<tr>
<td>FIN 590</td>
<td>AUDIT AND COMPLIANCE MANAGEMENT</td>
<td>3</td>
<td>Business School</td>
<td>The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.</td>
</tr>
<tr>
<td>FIN 591</td>
<td>REAL ESTATE INVESTMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.</td>
</tr>
<tr>
<td>FIN 592</td>
<td>MERGERS AND ACQUISITIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.</td>
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<tr>
<td>FIN 593</td>
<td>INVESTMENT BANKING</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines investment banking firm organizational structure, products, risks, earnings, regulations, innovations and competition. Students will analyze the functions of the banking business, including equity, bond and convertible financings and sales and trading business. Other topics include investment banking relationships with LBO funds, hedge funds and corporate and institutional clients.</td>
</tr>
<tr>
<td>FIN 711</td>
<td>FINANCIAL MEASURES OF VALUE ADDED</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course explores and evaluates research on how businesses measure and could modify their measure of financial value to improve decision-making. Topics include business analysis, valuation tools, and applications; mergers and acquisitions; marketplace valuation of equity; U.S. GAAP/IFRS convergence; and the challenges of valuing high growth companies, companies in emerging markets, cyclical companies, and banks.</td>
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<td>FIN 723</td>
<td>HIGHER EDUCATION FINANCE AND ECONOMICS</td>
<td>School of Advanced</td>
<td>This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.</td>
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<tr>
<td>FNP 001</td>
<td>FNP ORIENTATION</td>
<td>College of Health</td>
<td>This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.</td>
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<tr>
<td>FP 100T</td>
<td>EVERYDAY ECONOMICS AND FINANCES</td>
<td>College of Humanities</td>
<td>This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.</td>
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<tr>
<td>FP 101</td>
<td>FOUNDATIONS OF PERSONAL FINANCE</td>
<td>College of Humanities</td>
<td>This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one’s family and property.</td>
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<tr>
<td>GBM 380</td>
<td>GLOBAL BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.</td>
</tr>
<tr>
<td>GBM 381</td>
<td>INTERNATIONAL TRADE</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.</td>
</tr>
<tr>
<td>GEN 201</td>
<td>FOUNDATIONS FOR UNIVERSITY SUCCESS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.</td>
</tr>
<tr>
<td>GEN 480</td>
<td>INTERDISCIPLINARY CAPSTONE COURSE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<tr>
<td>GEO 180</td>
<td>PHYSICAL GEOGRAPHY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.</td>
</tr>
<tr>
<td>GFT 500</td>
<td>Teaching Gifted and Talented Learners</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.</td>
</tr>
<tr>
<td>GFT 501</td>
<td>Curriculum and Instruction for Gifted and Talented Learners</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.</td>
</tr>
<tr>
<td>GFT 502</td>
<td>Learning Strategies for Gifted and Talented Learners</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to explore different types of learning models for gifted and talented learners and to examine the unique needs of gifted and talented learners. Different types of curriculum models are considered. Participants identify ways to help meet gifted and talented learners' needs in the classroom through specific programs, enrichment opportunities, and differentiated instruction.</td>
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<tr>
<td>GFT 503</td>
<td>Assessment for Gifted and Talented Learners</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.</td>
</tr>
<tr>
<td>GFT 504</td>
<td>Enhancing Creativity in Gifted and Talented Learners</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores creativity in gifted and talented learners. Participants use the creative process to examine creativity theories, levels of creativity, and ways to foster creativity. Classroom design and instructional strategies for creativity, measuring and assessing creativity, and communication and collaboration with stakeholders and families are also addressed.</td>
</tr>
<tr>
<td>GFT 505</td>
<td>Critical Thinking Skills for Gifted and Talented Learners</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.</td>
</tr>
<tr>
<td>GFT 506</td>
<td>Guidance and Counseling of Gifted and Talented Learners</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the developmentally appropriate, culturally responsive, and gender sensitive guidance and counseling of gifted and talented learners. Participants explore research, theories, practices, and assessments related to the intelligence, creativity, exceptionality, and underachievement of gifted and talented learners. Strategies for working with families, teachers, and administrators to support the social, emotional, academic, and career development of diverse gifted and talented learners are examined.</td>
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<tr>
<td>GFT 507</td>
<td>Special Populations of Gifted and Talented Learners</td>
<td>College of Education</td>
<td>This course provides an overview of special populations of gifted and talented learners, including historically underrepresented learners from diverse backgrounds. Participants examine learner characteristics, identification, and causes of underachievement. Effective programs, instructional strategies and assessment methods, and parental involvement are also explored.</td>
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<tr>
<td>GHA 548</td>
<td>FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.</td>
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<tr>
<td>GHA 551</td>
<td>BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.</td>
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<tr>
<td>GHA 557</td>
<td>SOCIAL AND CULTURAL ASPECTS OF AGING</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.</td>
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<td>GHS 563</td>
<td>LEADERSHIP AND PUBLIC POLICY IN GLOBAL/HOMELAND SECURITY</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. Leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability associated with deliberate violent acts.</td>
</tr>
<tr>
<td>GHS 573</td>
<td>INTELLIGENCE INTEGRATION IN GLOBAL/HOMELAND SECURITY</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course allows students to explore the collaboration of intelligence and law enforcement communities (intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence and emerging threats to homeland security. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.</td>
</tr>
<tr>
<td>GHS 583</td>
<td>MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores current and future issues in global and homeland security. Students will evaluate domestic border security and global immigration control. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and other critical incidents and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Students will develop methods for coordinating emergency management efforts and discuss the psychological and sociological effects of terrorism and other critical incidents. The new skills and knowledge gained will add to the protection, safety, and security of our society.</td>
</tr>
<tr>
<td>GHS 593</td>
<td>CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.</td>
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<td>GLG 220</td>
<td>PHYSICAL GEOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.</td>
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<tr>
<td>GMGT 520</td>
<td>EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>GMGT 530</td>
<td>INTERNAL ENVIRONMENT OF GLOBAL BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>GMGT 540</td>
<td>GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<td>HCA 210</td>
<td>INTRODUCTION TO HEALTH CARE: RIDING THE FOURTH WAVE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.</td>
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<tr>
<td>HCA 220</td>
<td>THE LANGUAGE OF HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.</td>
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<tr>
<td>HCA 230</td>
<td>COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.</td>
</tr>
<tr>
<td>HCA 240</td>
<td>HEALTH &amp; DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.</td>
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<td>HCA 250</td>
<td>THE PSYCHOLOGY OF HEALTH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.</td>
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<tr>
<td>HCA 260</td>
<td>HEALTH CARE’S LAW AND ETHICS ENVIRONMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed as an introduction to the laws and ethics of providing health care services. The course is also intended to familiarize the student with state and federal health regulation. Since ethics and laws are both dynamic, emphasis is placed on discussing some of the dramatic changes in health care delivery, such as managed care, patient self-determination, medical record keeping, and various laws that impact health care employment.</td>
</tr>
<tr>
<td>HCA 270</td>
<td>FINANCIAL MATTERS FOR HEALTH CARE PROFESSIONALS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.</td>
</tr>
<tr>
<td>HCIS 140</td>
<td>FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to the fundamentals of electronic health records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>College of Health Sciences and Nursing</td>
<td>Description</td>
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<tr>
<td>HCIS 245</td>
<td>FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE</td>
<td>3</td>
<td></td>
<td>This course introduces the fundamentals of computer systems and the role of information processing in today’s health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.</td>
</tr>
<tr>
<td>HCIS 250</td>
<td>STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS</td>
<td>3</td>
<td></td>
<td>Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient’s electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of health care settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.</td>
</tr>
<tr>
<td>HCIS 255</td>
<td>STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS</td>
<td>3</td>
<td></td>
<td>Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient’s medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.</td>
</tr>
<tr>
<td>HCIS 265</td>
<td>MEDICAL HEALTH INFORMATION</td>
<td>3</td>
<td></td>
<td>This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient’s records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.</td>
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<thead>
<tr>
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<th>Credits</th>
<th>Department</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>HCIS 270</td>
<td>APPLICATION OF ELECTRONIC HEALTH RECORDS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Students in the capstone course for the electronic health records (EHR) concentration will continue to use an EHR software to apply foundational skills related to administrative tasks, data charting, insurance and billing, and regulatory compliance and reporting. Students will demonstrate mastery processing an electronic health record.</td>
</tr>
<tr>
<td>HCIS 275</td>
<td>PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.</td>
</tr>
<tr>
<td>HCIS 305</td>
<td>TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and types of provider service models in the health care delivery systems. Topics will include common disease management and processes that impact the delivery of health care services.</td>
</tr>
<tr>
<td>HCIS 410</td>
<td>PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student’s skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.</td>
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B-228
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<tbody>
<tr>
<td>HCIS 420</td>
<td>INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.</td>
</tr>
<tr>
<td>HCM 440</td>
<td>HEALTH CARE DATA ANALYTICS</td>
<td>3</td>
<td>School of Business</td>
<td>This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.</td>
</tr>
<tr>
<td>HCR 201</td>
<td>MEDICAL BILLING AND CODING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.</td>
</tr>
<tr>
<td>HCR 202</td>
<td>MEDICAL INSURANCE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with various medical insurance plans offered by health care payors.</td>
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<tr>
<td>HCR 203</td>
<td>MEDICAL CLAIMS PROCESSING AND COMPLIANCE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. Security and compliance requirements will also be covered.</td>
</tr>
<tr>
<td>HCR 210</td>
<td>PATIENT RECORDS: KEEPING IT REAL</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.</td>
</tr>
<tr>
<td>HCR 220</td>
<td>CLAIMS PREPARATION I: CLEAN BILLS OF HEALTH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.</td>
</tr>
<tr>
<td>HCR 230</td>
<td>CLAIMS PREPARATION II: FOOTING THE BILLS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.</td>
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<tr>
<td>HCR 240</td>
<td>COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000 or Windows XP operating system.</td>
</tr>
<tr>
<td>HCS 120</td>
<td>MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.</td>
</tr>
<tr>
<td>HCS 131</td>
<td>BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.</td>
</tr>
<tr>
<td>HCS 182</td>
<td>INTRODUCTION TO FINANCIAL CONCEPTS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.</td>
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<tr>
<td>HCS 207</td>
<td>Introduction to Medical Terminology</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>HCS 208</td>
<td>INTRODUCTION TO HEALTH CARE INDUSTRY TERMS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>HCS 214</td>
<td>ANATOMY AND PHYSIOLOGY I</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>HCS 216</td>
<td>ANATOMY AND PHYSIOLOGY II</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.

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.

This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.

This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
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<tr>
<td>HCS 219</td>
<td>INTRODUCTION TO HEALTH CARE FINANCE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.</td>
</tr>
<tr>
<td>HCS 224</td>
<td>HEALTH CARE OFFICE MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.</td>
</tr>
<tr>
<td>HCS 235</td>
<td>HEALTH CARE DELIVERY IN THE U. S.</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>HCS 245</td>
<td>INTRODUCTION TO HEALTH AND DISEASE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>HCS 265</td>
<td>THE MANAGERIAL ENVIRONMENT OF HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.</td>
</tr>
<tr>
<td>HCS 305</td>
<td>HEALTH CARE PROFESSIONAL DEVELOPMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.</td>
</tr>
<tr>
<td>HCS 310</td>
<td>HEALTH CARE DELIVERY IN THE UNITED STATES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>HCS 320</td>
<td>HEALTH CARE COMMUNICATION STRATEGIES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>HCS 325</td>
<td>HEALTH CARE MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>HCS 330</td>
<td>INTRODUCTION TO HEALTH AND DISEASE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>HCS 335</td>
<td>HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>HCS 341</td>
<td>HUMAN RESOURCES IN HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>HCS 370</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.</td>
</tr>
<tr>
<td>HCS 380</td>
<td>HEALTH CARE ACCOUNTING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.</td>
</tr>
<tr>
<td>HCS 385</td>
<td>HEALTH CARE FINANCE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.</td>
</tr>
<tr>
<td>HCS 405</td>
<td>HEALTH CARE FINANCIAL ACCOUNTING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.</td>
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<tr>
<td>HCS 429CA</td>
<td>PATHOPHYSIOLOGY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course presents an introduction to human pathophysiology. Emphasis will be placed on 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.</td>
</tr>
<tr>
<td>HCS 430</td>
<td>LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.</td>
</tr>
<tr>
<td>HCS 433</td>
<td>DIMENSIONS OF HEALTH AND THE OLDER ADULT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the older adult are also explored.</td>
</tr>
<tr>
<td>HCS 436</td>
<td>PATHOPHYSIOLOGY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course presents an introduction to human pathophysiology. Emphasis will be placed on 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.</td>
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<tr>
<td>HCS 437</td>
<td>LONG-TERM CARE ADMINISTRATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to the organization and management of long-term care. The impact of state and federal regulations 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.</td>
</tr>
<tr>
<td>HCS 440</td>
<td>ECONOMICS: THE FINANCING OF HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides an overview of the economics of healthcare. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system's use of grant funding and research dollars is described.</td>
</tr>
<tr>
<td>HCS 446</td>
<td>FACILITY PLANNING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.</td>
</tr>
<tr>
<td>HCS 449</td>
<td>HEALTH ADMINISTRATION CAPSTONE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>HCS 451</td>
<td>HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.</td>
</tr>
<tr>
<td>HCS 455</td>
<td>HEALTH CARE POLICY: THE PAST AND THE FUTURE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.</td>
</tr>
<tr>
<td>HCS 456</td>
<td>RISK MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.</td>
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<tr>
<td>HCS 457</td>
<td>PUBLIC AND COMMUNITY HEALTH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<td>HCS 465</td>
<td>HEALTH CARE RESEARCH UTILIZATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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 evidence based research within health care.</td>
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<tr>
<td>HCS 475</td>
<td>LEADERSHIP AND PERFORMANCE DEVELOPMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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 leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.</td>
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<tr>
<td>HCS 478</td>
<td>HEALTH LAW AND ETHICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, clinical, and health care providers.</td>
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<tr>
<td>HCS 482</td>
<td>HEALTH CARE INFORMATICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>HCS 483</td>
<td>HEALTH CARE INFORMATION SYSTEMS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>HCS 490</td>
<td>HEALTH CARE CONSUMER - TRENDS AND MARKETING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.</td>
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<tr>
<td>HCS 499</td>
<td>HEALTH CARE STRATEGY CAPSTONE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.</td>
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<tr>
<td>HCS 504</td>
<td>INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING</td>
<td>1</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<td>HCS 507</td>
<td>ADVANCED PHARMACOTHERAPEUTICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the life span.</td>
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<tr>
<td>HCS 510</td>
<td>ADVANCED PATHOPHYSIOLOGY</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.</td>
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<tr>
<td>HCS 529</td>
<td>CONTEMPORARY HEALTH CARE FACILITY DESIGN</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.</td>
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<tr>
<td>HCS 535</td>
<td>CONCEPTS OF POPULATION HEALTH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.</td>
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<td>HCS 539</td>
<td>MARKETING FOR HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>HCS 542</td>
<td>HEALTH CARE RESEARCH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>HCS 565</td>
<td>ORGANIZATION AND MANAGEMENT OF AGING SERVICES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>HCS 567</td>
<td>ENTREPRENEURSHIP IN HEALTH CARE</td>
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<td>College of Health Sciences and Nursing</td>
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**HCS 539 MARKETING FOR HEALTH CARE**
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

**HCS 542 HEALTH CARE RESEARCH**
This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.

**HCS 565 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 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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>College/Division</th>
<th>Description</th>
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<tbody>
<tr>
<td>HCS 577</td>
<td>FINANCIAL MANAGEMENT IN HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>HCS 587</td>
<td>CREATING CHANGE WITHIN ORGANIZATIONS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>HCS 589</td>
<td>HEALTH CARE STRATEGIC MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>HEA 711</td>
<td>HISTORY AND PHILOSOPHY OF HIGHER EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non- secular), and goals of education from classical times through modern American higher education.</td>
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<td>HEA 712</td>
<td>HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
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<td>In this course, students will evaluate how higher education institutions</td>
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<td>operate within a regulatory framework created by local, state and federal</td>
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<td>statutory law, case law, policies created by governmental agencies as well</td>
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<td>as various accrediting bodies. Major topics include systems of higher</td>
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<td>education governance, faculty, administrator and staff employment issues,</td>
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<td>student rights and conduct, technology, intellectual property and risk</td>
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<td>management. The impact of social and political constructs and stakeholder</td>
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<td>perspectives will be evaluated as it relates to the creation of a</td>
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<td>comprehensive ethical and legal approach to problem solving and policy</td>
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<td>HEA 713</td>
<td>HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING</td>
<td>3</td>
<td>School of Advanced Studies</td>
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<td>This course introduces and examines the major features of the financial</td>
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<td>operations and functions, and decision making within various types of</td>
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<td>higher education institutions. Strategic financial planning and global</td>
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<td>market influences, in the context of higher education institutions will be</td>
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<td>HEA 721</td>
<td>ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
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<td>In this course, students will analyze the factors that have resulted in</td>
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<td>contemporary innovative changes in higher education. The course will</td>
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<td>focus on leadership influences in the evaluation and application of change</td>
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<td>management models, strategies, and tactics that promote effective</td>
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<td>institutional innovation.</td>
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<td>HEA 722</td>
<td>ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
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<td>In this course, major functions housed in the academic division of colleges</td>
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<td>and universities will be analyzed. Major functions of student affairs</td>
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<td>administration will also be analyzed. Emerging issues in the academic and</td>
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<td>student affairs profession will be evaluated as they relate to the</td>
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<td>achievement of the institutional mission.</td>
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<td>HEA 731</td>
<td>Student Development, Adult Education, and Student Diversity</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.</td>
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<tr>
<td>HEA 732</td>
<td>Curriculum Development, Assessment, and Program Evaluation</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.</td>
</tr>
<tr>
<td>HEA 733</td>
<td>Global Models and International Issues in Higher Education</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.</td>
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<tr>
<td>HINF 500</td>
<td>Informatics for Health Administration</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.</td>
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<td>HINF 510</td>
<td>THE SYSTEMS LIFE CYCLE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy-in from stakeholders.</td>
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<tr>
<td>HINF 520</td>
<td>DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.</td>
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<tr>
<td>HIS 110CA</td>
<td>U.S. HISTORY TO 1865</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America’s colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.</td>
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<tr>
<td>HIS 120CA</td>
<td>U.S. HISTORY 1865 TO 1945</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<tr>
<td>HIS 125</td>
<td>US HISTORY FROM 1865 TO 1945</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.</td>
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<tr>
<td>HIS 135</td>
<td>THE AMERICAN EXPERIENCE SINCE 1945</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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 US by applying an historical perspective to analyze contemporary issues.</td>
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<tr>
<td>HIS 265</td>
<td>HAWAII: HISTORY AND CULTURE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi-cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.</td>
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<tr>
<td>HIS 276CA</td>
<td>GLOBAL CIVILIZATIONS 1400-1700</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<td>HIS 301</td>
<td>UNITED STATES CONSTITUTION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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 that 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.</td>
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<tr>
<td>HIS 305</td>
<td>CALIFORNIA STATE HISTORY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.</td>
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<tr>
<td>HIS 311</td>
<td>NEVADA AND U.S. CONSTITUTION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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 of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.</td>
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<tr>
<td>HIS 335</td>
<td>EUROPE AND THE WORLD WARS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.</td>
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<td>Course Code</td>
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<td>HIS 341</td>
<td>ANCIENT WORLDS</td>
<td>3</td>
<td>Humanities and Sciences</td>
<td>This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.</td>
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<tr>
<td>HIS 356</td>
<td>THE HISTORY OF AFRICA</td>
<td>3</td>
<td>Humanities and Sciences</td>
<td>This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.</td>
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<tr>
<td>HIS 510</td>
<td>AZ CONSTITUTION</td>
<td>1</td>
<td>Education</td>
<td>This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. The organization of Arizona schools, including funding, is addressed.</td>
</tr>
<tr>
<td>HIS 511</td>
<td>U.S. CONSTITUTION</td>
<td>1</td>
<td>Education</td>
<td>This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution’s historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution’s influence on education in the United States.</td>
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<td>Course Code</td>
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<tr>
<td>HIS 513</td>
<td>NV Constitution</td>
<td>2</td>
<td>Education</td>
<td>This course is designed to meet the Nevada teacher licensure requirements aligned to Nevada school law and Constitution. Participants are introduced to educational law and related research, fundamental law concepts including state and federal case briefings of significant court decisions, and Nevada statutory and regulatory materials. Codes of ethics and morality related to educational law are also addressed. This is a Nevada-specific course.</td>
</tr>
<tr>
<td>HIT 300</td>
<td>INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY</td>
<td>3</td>
<td>Information Systems and Technology</td>
<td>This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.</td>
</tr>
<tr>
<td>HIT 350</td>
<td>HEALTH INFORMATION SYSTEMS SUPPORT</td>
<td>3</td>
<td>Information Systems and Technology</td>
<td>This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.</td>
</tr>
<tr>
<td>HIT 400</td>
<td>ELECTRONIC HEALTH RECORDS MANAGEMENT</td>
<td>3</td>
<td>Information Systems and Technology</td>
<td>This course covers Electronic Health Records (EHR) Management. Content includes governmental regulations, patient information management, and system integration. Coursework explores configuring EHRs, addressing vendor-specific systems, and the fundamentals of health workflow process analysis.</td>
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<td>Course Code</td>
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<tr>
<td>HIT 450</td>
<td>IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course covers IT project management knowledge utilized in healthcare business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.</td>
</tr>
<tr>
<td>HLT 510</td>
<td>Health and Nutrition for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.</td>
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<tr>
<td>HM 370</td>
<td>HOSPITALITY MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>HM 475</td>
<td>HOSPITALITY DECISION ANALYSIS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HM 476</td>
<td>HOSPITALITY DECISION ANALYSIS APPLIED CAPSTONE</td>
<td>3</td>
<td>School of Business</td>
<td>This applied 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.</td>
</tr>
<tr>
<td>HM 482</td>
<td>HOSPITALITY ANALYTICS FOR DECISION MAKING</td>
<td>3</td>
<td>School of Business</td>
<td>This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).</td>
</tr>
<tr>
<td>HPE 270</td>
<td>PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS</td>
<td>3</td>
<td>College of Education</td>
<td>This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.</td>
</tr>
<tr>
<td>HPE 540</td>
<td>TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.</td>
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<td>Course Code</td>
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<tr>
<td>HPE 544</td>
<td>CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.</td>
</tr>
<tr>
<td>HPE 549</td>
<td>EVALUATION AND ASSESSMENT METHODOLOGIES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.</td>
</tr>
<tr>
<td>HRCEU 1000</td>
<td>COACHING ESSENTIALS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Business leaders are expected to help their team meet or exceed expectations by driving productivity and profitability for the organization. Coaching is a leadership tool used to improve performance and contribute to achieving the goals of the organization. In this course, students will explore the benefits of coaching, coaching approaches, how to develop an action plan, and methods for ensuring the coaching process is successful. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>HRCEU 2000</td>
<td>WORKING WITH A GENERATIONALLY-DIVERSE WORKFORCE</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Human resource professionals communicate with a multigenerational workforce across all levels of an organization. Having a foundational knowledge of the behavioral characteristics of different generations is important to your success as an HR professional. Learners will gain an understanding of the generational differences, adapt their communication and work styles, and apply conflict intervention and resolution practices. This course provides .6 continuing education units, in one - 6 hour workshop.</td>
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<tr>
<td>HRCEU 2220</td>
<td>CHANGE MANAGEMENT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Critical to any organization’s success is the ability to facilitate effective change. The ability to effectively manage and adapt to change requires an understanding of various levels of change and methods of bringing about change. This course explores the fundamentals of change management and how it is of benefit to organizations in an era of constant transformation. Students will learn the steps of the change process, obstacles to change, strategies used to manage and adapt to change, as well as how to address the uncertainty that change brings about in order to move others forward. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>HRM 300</td>
<td>FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores the critical role of human achieving resources in business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.</td>
</tr>
<tr>
<td>HRM 310</td>
<td>CHANGE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.</td>
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<tr>
<td>HRM 324</td>
<td>TOTAL COMPENSATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.</td>
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<tr>
<td>HRM 326</td>
<td>EMPLOYEE DEVELOPMENT</td>
<td>3</td>
<td>School of Business</td>
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<tr>
<td>HRM 350</td>
<td>INTERNATIONAL HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
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<tr>
<td>HRM 420</td>
<td>HUMAN RESOURCE RISK MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
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<tr>
<td>HRM 498</td>
<td>STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES</td>
<td>3</td>
<td>School of Business</td>
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</table>

This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will health and safety, security, crisis management, legal compliance, employment and discrimination issues.

This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
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<th>Course Code</th>
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<th>College</th>
<th>Description</th>
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<tr>
<td>HRM 531</td>
<td>HUMAN CAPITAL MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>HRM 546</td>
<td>HUMAN RESOURCE LAW</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>HRM 548</td>
<td>RECRUITMENT AND RETENTION PRACTICES</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>HRM 552</td>
<td>ORGANIZATIONAL TRAINING AND DEVELOPMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development &amp; delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.</td>
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<tr>
<td>HRM 558</td>
<td>RESEARCH IN HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>HRM 595</td>
<td>HUMAN RESOURCE CAPSTONE COURSE</td>
<td>3</td>
<td>School of Business</td>
<td>This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.</td>
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<tr>
<td>HRM PA533</td>
<td>HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development &amp; retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies &amp; politics, and public service ethic, union management relations, employee/employer relations.</td>
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<tr>
<td>HRTP 2000</td>
<td>SHRM-CP (TM)/SHRM-SCP (TM) CERTIFICATION PREPARATION</td>
<td>4</td>
<td>School of Continuing Education</td>
<td>In today's ever-changing workplace, human resource professionals are assuming more responsibilities in organizations and contributing to the achievement of strategic goals by hiring and retaining talented employees. Whether you are seeking certification, recertiﬁcation, or professional development opportunities, the SHRM-CP (TM)/SHRM-SCP (TM) certiﬁcation preparation course offers accelerated and comprehensive training on the Body of Competency and Knowledge (SHRM BoC (TM)), focusing on the People, Organization, Workplace, and Strategy knowledge domains. The course also covers the eight behavioral competencies for human resources professionals: Leadership &amp; Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global &amp; Cultural Effectiveness, and Communications. Students will gain or improve human resources knowledge and skills by using practical and real-life information, online assessments and practice tests, and creating a personal study plan, through the use of the SHRM Learning System. This course provides 4.0 continuing education units in five 8-hour</td>
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<td>Course Code</td>
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<tr>
<td>HS 205</td>
<td>HUMAN SERVICE HELPING PROCESS AND SELF-CARE</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>This course overviews the foundations of human services as the field applies to community assistance and support. Student will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying, and improving helping skills. Student will examine techniques of self-care and support for the human service worker, to include stress management, crisis and shock techniques and ways to not internalize some of the difficult work of human service professionals.</td>
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<td>HS 215</td>
<td>INTRODUCTION TO THE HUMAN SERVICES PROFESSION</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.</td>
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<td>HS 225</td>
<td>INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>This course assists in the discovery process of case management and what it means to help. Students will gain a better understanding of the roles, responsibilities, and the planning required in successfully managing caseloads involving clients. Students will deepen their perception of what it means to intervene, monitor and react to behaviors, successfully implement problem solving techniques, and the differences between giving advice and rendering action plans to human service clients.</td>
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<td>HS 235</td>
<td>PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>This course describes the task of assessing needs in a community. Students will learn the meaning and perception of the term welfare and examine national and state data to understand the tenets of need, and how communities are charged with helping individuals navigate through program requirements and guidelines. Students will review public policy as it relates to welfare. A final research activity will be completed to show student comprehension of these complex topics.</td>
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<tr>
<td>HS 245</td>
<td>FUNDAMENTALS OF WORKING WITH PEOPLE</td>
<td>3</td>
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<td>This course is designed to provide students an overview to understand the multi-tiered outlook required to effectively understand people. Emphasis will be placed on the notion of people being different, and one solution does not fit everyone. Students will evaluate how race, gender, social class and religious contexts influence a person’s ability to accept help. Students will have an opportunity to look at their own biases and develop methods to not use bias while working with special populations.</td>
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<tr>
<td>HS 255</td>
<td>HUMAN SERVICE CAPSTONE COURSE</td>
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<td>This course is a culmination of the human services program content, integrating students’ education and experiences from previous courses. Students will construct a portfolio to include a personal philosophy as it relates to their desire to work in human services, a summation of how needs are assessed in communities, what was learned during human service agency and community observations, a case management case study synopsis, and a mission statement and executive summary of the personal understanding of the helping profession and people.</td>
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<tr>
<td>HSM 210</td>
<td>HUMAN SERVICES IN THE UNITED STATES</td>
<td>3</td>
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<td>This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.</td>
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<tr>
<td>HSM 220</td>
<td>HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE</td>
<td>3</td>
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<td>This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contests of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.</td>
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<td>HSM 230</td>
<td>ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.</td>
</tr>
<tr>
<td>HSM 240</td>
<td>PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.</td>
</tr>
<tr>
<td>HSM 260</td>
<td>FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.</td>
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<tr>
<td>HSM 270</td>
<td>PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.</td>
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<tr>
<td>HSN 300</td>
<td>PHARMACOLOGY I</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the registered nurse’s role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.</td>
</tr>
<tr>
<td>HSN 301</td>
<td>PHARMACOLOGICAL INTERVENTIONS I</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the registered nurse’s role in medication management, reconciliation, education, and safety.</td>
</tr>
<tr>
<td>HSN 310</td>
<td>PHARMACOLOGY II</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence-based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.</td>
</tr>
<tr>
<td>HSN 311</td>
<td>PHARMACOLOGICAL INTERVENTIONS II</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Health Sciences and Nursing</td>
<td>Course Description</td>
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<tr>
<td>HSN 376</td>
<td>HEALTH INFORMATION TECHNOLOGY FOR NURSING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.</td>
</tr>
<tr>
<td>HSN 470</td>
<td>HEALTH POLICY, LAW, AND ETHICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.</td>
</tr>
<tr>
<td>HSN 471</td>
<td>POLICY, LAW AND ETHICAL CONSIDERATIONS</td>
<td>2</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines legal and ethical decision making, health policy development, legislation, and regulation in the context of nursing practice.</td>
</tr>
<tr>
<td>HSN 476</td>
<td>HEALTHCARE POLICY AND FINANCIAL MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>HSN 525</td>
<td>RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of clinical practicum.</td>
</tr>
<tr>
<td>HSN 548</td>
<td>ROLE OF THE HEALTH CARE/NURSING EDUCATOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.</td>
</tr>
<tr>
<td>HSN 555</td>
<td>HUMAN RESOURCES IN HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of clinical practicum.</td>
</tr>
<tr>
<td>HSN 560</td>
<td>ORGANIZATIONAL SYSTEMS AND INFORMATICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of clinical practicum.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Health Sciences and Nursing</td>
<td>Description</td>
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<tr>
<td>HSN 565</td>
<td>ORGANIZATIONAL CHANGE AND NEGOTIATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of clinical practicum.</td>
</tr>
<tr>
<td>HSN 570</td>
<td>FINANCIAL RESOURCE MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of clinical practicum.</td>
</tr>
<tr>
<td>HSN 575</td>
<td>QUALITY MANAGEMENT AND OUTCOMES</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of clinical practicum.</td>
</tr>
<tr>
<td>HSN 590</td>
<td>ADVANCED PHARMOCOTHERAPEUTICS</td>
<td>3</td>
<td>Non-College Specific</td>
<td>This course is designed to provide the nursing student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.</td>
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</tbody>
</table>

B-265
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Department</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 155</td>
<td>U. S. HISTORY TO 1865</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.</td>
</tr>
<tr>
<td>HST 165</td>
<td>U. S. HISTORY 1865 TO 1945</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.</td>
</tr>
<tr>
<td>HST 175</td>
<td>THE AMERICAN EXPERIENCE SINCE 1945</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is an overview of the principle social, political, economic, and global events which have shaped the American experience during the Cold War Era.</td>
</tr>
<tr>
<td>HST 206</td>
<td>LATIN AMERICA</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides an historical survey Latin America with emphasis on political, economic and social developments, and international relations.</td>
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<tr>
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<tr>
<td>HST 275</td>
<td>GLOBAL CIVILIZATIONS TO 1500</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.</td>
</tr>
<tr>
<td>HST 276</td>
<td>GLOBAL CIVILIZATIONS SINCE 1500</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.</td>
</tr>
<tr>
<td>HST 290</td>
<td>HISTORIANS AND HISTORY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.</td>
</tr>
<tr>
<td>HST 320</td>
<td>HISTORY RESEARCH METHODS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>HST 409</td>
<td>AMERICAN REVOLUTION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines the American Revolutionary period from 1763 to 1789. Emphasis is on the political, economic, social, and cultural history of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans; concluding with the development of the Constitution.</td>
</tr>
<tr>
<td>HST 498</td>
<td>HISTORY CAPSTONE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.</td>
</tr>
<tr>
<td>HTT 200</td>
<td>HOSPITALITY: FOOD, SHELTER, AND FUN AWAY FROM HOME</td>
<td>3</td>
<td>School of Business</td>
<td>This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.</td>
</tr>
<tr>
<td>HTT 201</td>
<td>INTRODUCTION TO HOSPITALITY</td>
<td>3</td>
<td>School of Business</td>
<td>This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.</td>
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<tr>
<td>HTT 210</td>
<td>TRAVEL &amp; TOURISM: WORK, PLEASURE, FOREVER ENRICHING</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.</td>
</tr>
<tr>
<td>HTT 211</td>
<td>HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.</td>
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<tr>
<td>HTT 220</td>
<td>IT IN H, T, AND T: WHEN DISTRIBUTION JOINS AUTOMATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.</td>
</tr>
<tr>
<td>HTT 221</td>
<td>IT IN HOSPITALITY</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.</td>
</tr>
<tr>
<td>Course Code</td>
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<td>School of Business</td>
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<tr>
<td>HTT 230</td>
<td>FINANCE FOR HOSP PROFESSIONALS: BED &amp; BALANCE SHEETS</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.</td>
</tr>
<tr>
<td>HTT 231</td>
<td>FINANCE FOR HOSPITALITY PROFESSIONALS</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.</td>
</tr>
<tr>
<td>HTT 240</td>
<td>FOOD &amp; BEVERAGE MANAGEMENT: EAT, DRINK, &amp; BE HEALTHY</td>
<td>3</td>
<td>School of Business</td>
<td>This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.</td>
</tr>
<tr>
<td>HTT 241</td>
<td>FOOD AND BEVERAGE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>College/Department</td>
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<tr>
<td>HTT 250</td>
<td>LODGING AND RESORT OPERATIONS: THERE'S ROOM IN THE INN</td>
<td>3</td>
<td>School of Business</td>
<td>This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.</td>
</tr>
<tr>
<td>HTT 251</td>
<td>HOSPITALITY OPERATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.</td>
</tr>
<tr>
<td>HUM 105</td>
<td>WORLD MYTHOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.</td>
</tr>
<tr>
<td>HUM 111</td>
<td>CRITICAL AND CREATIVE THINKING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>HUM 115</td>
<td>CRITICAL THINKING IN EVERYDAY LIFE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.</td>
</tr>
<tr>
<td>HUM 130</td>
<td>RELIGIONS OF THE WORLD</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course studies the major religions of the world. Topical areas include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will be objectively studying the origins and major figures and comparing and contrasting each of the major religions.</td>
</tr>
<tr>
<td>HUM 150</td>
<td>INTRODUCTION TO FILM STUDIES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.</td>
</tr>
<tr>
<td>HUM 176</td>
<td>MEDIA AND AMERICAN CULTURE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.</td>
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<tr>
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<td>Units</td>
<td>College</td>
<td>Description</td>
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<tr>
<td>HUM 186</td>
<td>MEDIA INFLUENCES ON AMERICAN CULTURE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.</td>
</tr>
<tr>
<td>HUM 300</td>
<td>THE GLOBAL VILLAGE</td>
<td>1</td>
<td>College of Humanities and Sciences</td>
<td>This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.</td>
</tr>
<tr>
<td>HUM 375CA</td>
<td>INTEGRATIVE STUDIES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.</td>
</tr>
<tr>
<td>IM 300</td>
<td>DATA ORGANIZATION ARCHITECTURE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.</td>
</tr>
<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>School</td>
<td>Description</td>
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<tr>
<td>IM 305</td>
<td>DATA MODELING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.</td>
</tr>
<tr>
<td>IM 310</td>
<td>DATA ANALYTICS AND MODELING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.</td>
</tr>
<tr>
<td>IND 701</td>
<td>INDEPENDENT STUDY I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>INTNETWKSP</td>
<td>INTRO TO THE INTERNET</td>
<td>0</td>
<td>Non-College Specific</td>
<td>This is not an actual course. It is entered as a means of scheduling a non-academic activity.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Social Sciences</td>
<td>Description</td>
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<tr>
<td>IOP 455</td>
<td>PROFESSIONAL ETHICS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision-making. Students will analyze case studies related to these issues.</td>
</tr>
<tr>
<td>IOP 460</td>
<td>ORGANIZATIONAL CULTURES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.</td>
</tr>
<tr>
<td>IOP 470</td>
<td>GROUP DYNAMICS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.</td>
</tr>
<tr>
<td>IOP 480</td>
<td>ASSESSMENT TOOLS FOR ORGANIZATIONS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.</td>
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<td>IOP 490</td>
<td>CAPSTONE PROJECT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.</td>
</tr>
<tr>
<td>ISCOM 305</td>
<td>SYSTEMS OPERATIONS MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.</td>
</tr>
<tr>
<td>ISCOM 361</td>
<td>PURCHASING AND PROCUREMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.</td>
</tr>
<tr>
<td>ISCOM 370</td>
<td>STRATEGIC SUPPLY CHAIN MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.</td>
</tr>
<tr>
<td>ISCOM 374</td>
<td>INTEGRATED LOGISTICS MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>ISCOM 383</td>
<td>GLOBAL VALUE CHAIN MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.</td>
</tr>
<tr>
<td>ISCOM 385</td>
<td>INVENTORY AND MATERIALS MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of the strategic role that inventory plays in the modern logistics environment. Topics include inventory models, regulations, outsourcing, material handling, procurement, continuous improvement, inventory control, and measuring inventory productivity.</td>
</tr>
<tr>
<td>ISCOM 386</td>
<td>SERVICE OPERATIONS MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.</td>
</tr>
<tr>
<td>ISCOM 424</td>
<td>END-TO END SUPPLY CHAIN MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM) and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.</td>
</tr>
<tr>
<td>ISCOM 472</td>
<td>LEAN ENTERPRISE</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection, and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.</td>
</tr>
<tr>
<td>ISCOM 473</td>
<td>GLOBAL SOURCING AND PROCUREMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>ISCOM 476</td>
<td>INTEGRATED SUPPLY CHAIN APPLICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<td>ISCOM 480</td>
<td>SUPPLY CHAIN MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>School of Business</td>
<td>This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.</td>
</tr>
<tr>
<td>IST 710</td>
<td>FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 (IT 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.</td>
</tr>
<tr>
<td>IST 721</td>
<td>KNOWLEDGE WORKER INFORMATION SYSTEMS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>IST 722</td>
<td>INFORMATION TECHNOLOGY FOR TEAMS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<td>IST 723</td>
<td>DEPARTMENTAL INFORMATION SYSTEMS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.</td>
</tr>
<tr>
<td>IST 724</td>
<td>ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 IT domains within an organization.</td>
</tr>
<tr>
<td>IST 731</td>
<td>PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 IT domains that must be considered when developing partnerships and common industry relationships.</td>
</tr>
<tr>
<td>IST 732</td>
<td>GLOBAL INFORMATION SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course extends the examination of the IT domains studied throughout the program to the global level. The learner will examine the application of the IT 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.</td>
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<td>IST 733</td>
<td>INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.</td>
</tr>
<tr>
<td>IT 200</td>
<td>DIGITAL SKILLS FOR THE 21ST CENTURY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Digital Skills for the 21st Century is a course focus on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to its advantages; those who can't are left behind with competitive disadvantages. Today's workforce need to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course includes cloud computing, unified communication platforms, cyber security, social media and mobile computing.</td>
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<tr>
<td>IT 205</td>
<td>MANAGEMENT OF INFORMATION SYSTEMS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>IT 206</td>
<td>PC APPLICATIONS SUPPORT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.</td>
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<td>IT 210</td>
<td>FUNDAMENTALS OF PROGRAMMING WITH ALGORITHMS AND LOGIC</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>IT 215</td>
<td>JAVA PROGRAMMING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation.</td>
</tr>
<tr>
<td>IT 218</td>
<td>INTRODUCTION TO C/C++</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.</td>
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<tr>
<td>IT 235</td>
<td>IMAGE EDITING AND IMPLEMENTATION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop Elements is required for this class.</td>
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<td>IT 236</td>
<td>INTRO TO WEB DESIGN I</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Introduction to web design concepts are taught, with an emphasis on producing viable web pages in a business and e-business contexts. Topics such as web page construction, layout, ease of navigation and performance are combined in the production of esthetically appealing web pages that implement artistic qualities in their use of style and color. The concept of XML coding and its linkage with HTML coded outputs are covered. The program, Macromedia Studio MX 2004 with Flash Pro MX 2004 Pro is used for the assignments in this class.</td>
</tr>
<tr>
<td>IT 237</td>
<td>INTRO TO WEB DESIGN II</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Webpage creation using Hypertext markup language (HTML) will be employed. Focus will be on creating robust, well formatted, esthetically pleasing text-based web pages. Discussion of how to publish completed page to the web as well as advertisement of this page on the web will be covered.</td>
</tr>
<tr>
<td>IT 238</td>
<td>WEB SYSTEMS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>IT 240</td>
<td>INTRO TO LAN TECHNOLOGIES</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, basic networking security concepts.</td>
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<td>IT 241</td>
<td>INTRO TO W-LAN TECHNOLOGIES</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interface with MAN, LAN and WAN networks, basic wireless security and integration concepts.</td>
</tr>
<tr>
<td>IT 242</td>
<td>INTRO TO WAN TECHNOLOGIES</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course covers Wide Area Networking/Enterprise 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.</td>
</tr>
<tr>
<td>IT 244</td>
<td>INTRO TO IT SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Concepts of General IT security and its rationale will be introduced. Content includes contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.</td>
</tr>
<tr>
<td>IT 260</td>
<td>INTRO TO DESKTOP DATABASES</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.</td>
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<tr>
<td>IT 261</td>
<td>ADVANCED DESKTOP DATABASES</td>
<td>3</td>
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<td>This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.</td>
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<tr>
<td>IT 264</td>
<td>INTRODUCTION TO SQL</td>
<td>3</td>
<td></td>
<td>This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.</td>
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<tr>
<td>IT 265</td>
<td>MANAGING THE DATABASE ENVIRONMENT</td>
<td>3</td>
<td></td>
<td>This course provides an introduction to the installation, configuration, support, availability and recovery of databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.</td>
</tr>
<tr>
<td>IT 280</td>
<td>COMPUTER HARDWARE FUNDAMENTALS</td>
<td>3</td>
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<td>This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.</td>
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<td>IT 282</td>
<td>COMPUTER SOFTWARE FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.</td>
</tr>
<tr>
<td>IT 284</td>
<td>ENTERPRISE COMPUTER SUPPORT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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. This course includes remote access to hands-on, real-world customer support issues and Scenarios.</td>
</tr>
<tr>
<td>IT 286</td>
<td>COMPUTER MAINTENANCE AND TROUBLESHOOTING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.</td>
</tr>
<tr>
<td>JRN 310</td>
<td>INTRODUCTION TO JOURNALISM</td>
<td>3</td>
<td>School of Business</td>
<td>This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.</td>
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<td>JRN 320</td>
<td>RESEARCH FOR JOURNALISM</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.</td>
</tr>
<tr>
<td>JRN 330</td>
<td>JOURNALISTIC WRITING I</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.</td>
</tr>
<tr>
<td>JRN 340</td>
<td>JOURNALISTIC WRITING II</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.</td>
</tr>
<tr>
<td>JRN 350</td>
<td>CONTROVERSIAL ISSUES IN JOURNALISM</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.</td>
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<td>JRN 360</td>
<td>STORYTELLING: A MULTIMEDIA APPROACH</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.</td>
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<tr>
<td>LAW 441</td>
<td>BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with an overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.</td>
</tr>
<tr>
<td>LAW 531</td>
<td>BUSINESS LAW</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 731</td>
<td>LEGAL ASPECTS OF HIGHER EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 constituents 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 legal decisions and policy making.</td>
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<tr>
<td>LAW PA513</td>
<td>LAW AND PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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 government jurisdictions. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.</td>
</tr>
<tr>
<td>LCO 336</td>
<td>ORGANIZATIONAL COMMUNICATION THEORY</td>
<td>3</td>
<td>School of Business</td>
<td>This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.</td>
</tr>
<tr>
<td>LCO 348</td>
<td>ADVANCED GROUP COMMUNICATION AND LEADERSHIP</td>
<td>3</td>
<td>School of Business</td>
<td>This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.</td>
</tr>
<tr>
<td>LCO 372</td>
<td>LEADERSHIP COMMUNICATION ETHICS</td>
<td>3</td>
<td>School of Business</td>
<td>This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.</td>
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<tr>
<td>Course Code</td>
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<td>School of Business</td>
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<tr>
<td>LCO 465</td>
<td>CONFLICT MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.</td>
</tr>
<tr>
<td>LCO 480</td>
<td>SOCIAL MEDIA AND THE ORGANIZATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course will focus on the strategic implementation of social media tools as they relate to a firm’s integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.</td>
</tr>
<tr>
<td>LDCEU 1000</td>
<td>APPLYING LEadership PRINCIPLES</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Dynamic leaders exhibit critical leadership skills to effectively set the direction for the team and organization. Solid leadership inspires others and motivates the team to perform at a higher level, increasing productivity. In this course, you will learn the principles of effective leadership and practical strategies to apply on the job to improve your performance as a leader within your work group or organization. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>LDCEU 1005</td>
<td>DEVELOPING YOURSELF AS A LEADER</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>As a first-time manager or team lead, individuals will need to develop a skillset as a leader in order to be successful. This course will provide methods for new managers to perform a personal assessment to identify areas for improvement and apply strategies to develop and grow leadership capabilities. New managers will learn best practices and proven techniques and strategies that can be leveraged to grow leadership skills. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>LDCEU 1010</td>
<td>PRACTICAL LEADERSHIP</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Recently promoted managers, successful employees or other individual contributors who seek to become more influential in their organization require an expanded understanding of leadership. In this course, students will explore the practical skills needed to transition from being an individual contributor to becoming a leader of diverse teams to achieve business results. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>LDCEU 5000</td>
<td>MANAGERIAL LEADERSHIP</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>In today’s workplace, the need for leaders who can manage, and managers who can lead, is critical. Leaders influence others both inside and outside an organization and promote working together towards a common goal. In this course, students will focus on identifying the role of leadership, communicating vision, and ways to motivate employees. Students will also explore the phases of change, motivating employees through change, and how to respond to distress and reduce stress. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>LDR 300</td>
<td>INNOVATIVE LEADERSHIP</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.</td>
</tr>
<tr>
<td>LDR 531</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>LDR 533</td>
<td>LEADERSHIP FOR HEALTHCARE ORGANIZATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to apply leadership principles specific to the healthcare industry. Students will learn about the relationship between healthcare providers, physicians, and the organization. Other topics include organizational culture, group behavior, motivation, power, politics, and organizational change specific to healthcare organizations.</td>
</tr>
<tr>
<td>LDR 711A</td>
<td>LEADERSHIP THEORY AND PRACTICE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course students explore their role as a scholar, practitioner, and leader from historical, theoretical, and applications-based content and framework—all within the context of critical reasoning, writing, and research. Students will develop doctoral-level critical analysis, evaluation, and synthesis skills as these apply in leadership practices within their organizations.</td>
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<tr>
<td>LDR 721</td>
<td>ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.</td>
</tr>
<tr>
<td>LDR 722</td>
<td>ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.</td>
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<tr>
<td>LDR 726</td>
<td>THE DYNAMICS OF GROUP AND TEAM LEADERSHIP</td>
<td>School of Advanced Studies</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LDR 731</td>
<td>CONTEMPORARY ISSUES IN LEADERSHIP</td>
<td>School of Advanced Studies</td>
<td>3</td>
<td>This course explores successful leadership 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 in global organizations. The focus is on business results that encompass organizational learning, stakeholder satisfaction; and overall budgetary, financial, and market performance.</td>
</tr>
<tr>
<td>LDR 736</td>
<td>ARCHITECTURE OF LEADERSHIP</td>
<td>School of Advanced Studies</td>
<td>3</td>
<td>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- 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.</td>
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<tr>
<td>LEO 563</td>
<td>LAW ENFORCEMENT INTELLIGENCE OPERATIONS</td>
<td>College of Criminal Justice and Security</td>
<td>3</td>
<td>This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. Students will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>College of Criminal Justice and Security</td>
<td>Description</td>
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<tr>
<td>LEO 573</td>
<td>ORGANIZATIONAL PERFORMANCE, ANALYSIS, AND DECISION MAKING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course explores methods to track and measure an organization’s overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.</td>
</tr>
<tr>
<td>LEO 583</td>
<td>STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.</td>
</tr>
<tr>
<td>LEO 593</td>
<td>TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course examines technologies that affect the operations and administrative responsibilities of the law enforcement executive. The course provides students with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their career goals.</td>
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<td>Course Code</td>
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<tr>
<td>LIT 245</td>
<td>SURVEY OF ENGLISH LITERATURE SINCE 1798</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is a survey of English literature since 1798.</td>
</tr>
<tr>
<td>LIT 255</td>
<td>SURVEY OF AMERICAN LITERATURE TO 1860</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is a survey of American literature through 1860.</td>
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<tr>
<td>LIT 265</td>
<td>SURVEY OF AMERICAN LITERATURE SINCE 1860</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is a survey of American literature since 1860.</td>
</tr>
<tr>
<td>LIT 304</td>
<td>SHAKESPEARE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines Shakespearean literature with a focus on significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Humanities and Sciences</td>
<td>Description</td>
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<tr>
<td>LIT 305</td>
<td>MAJOR AMERICAN NOVEL</td>
<td>3</td>
<td></td>
<td>This course examines the American novel through major genres and authors.</td>
</tr>
<tr>
<td>LIT 330</td>
<td>MODERN POETRY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.</td>
</tr>
<tr>
<td>LIT 375</td>
<td>LITERARY THEORY AND CRITICISM</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.</td>
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<tr>
<td>LIT 410</td>
<td>LITERATURE OF THE FANTASTIC</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines the genre of science fiction and fantasy through notable authors and works.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Offered by</td>
<td>Description</td>
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<tr>
<td>LSM 404</td>
<td>INTRODUCTION TO LIFESPAN MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.</td>
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<tr>
<td>LSM 412</td>
<td>MANAGEMENT WITHIN THE LIFESPAN INDUSTRY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.</td>
</tr>
<tr>
<td>LSM 417</td>
<td>REGULATIONS IN LIFESPAN MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.</td>
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<tr>
<td>LSM 423</td>
<td>FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Department</td>
<td>Course Description</td>
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<tr>
<td>LSM 429</td>
<td>LIFESPAN MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.</td>
</tr>
<tr>
<td>LTC 310</td>
<td>SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.</td>
</tr>
<tr>
<td>LTC 315</td>
<td>ALTERNATIVE LIVING ENVIRONMENTS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the various alternative living environments available for long-term care populations. Students will focus on understanding the continuum of care and alternative living environments available to meet the evolving needs of long-term care populations.</td>
</tr>
<tr>
<td>LTC 328</td>
<td>LEGAL PERSPECTIVES IN AGING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will focus on the legal and regulatory issues related to today’s long-term care populations. Topics will include age discrimination, advocacy and autonomy, fraud and abuse, major life transitions, and end of life decision making.</td>
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</tbody>
</table>
In today's competitive market, businesses cannot afford to rely on "gut feelings" or anecdotes to make decisions which impact their future course. Instead, business intelligence, or information, is now methodically collected from data mining, online analytical processing, benchmarking, and other components to uncover new opportunities and create market advantage. In this course, students will gain insight into the numerous functions associated with business intelligence and how proper analysis becomes informed decision-making. This course provides 0.6 continuing education units over one 6-hour workshop.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>MAT 001</td>
<td>MATH PLACEMENT EXAM A</td>
<td>0</td>
<td>College of Humanities and Sciences</td>
</tr>
<tr>
<td></td>
<td>This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT/116 or MTH/208, fulfilling the prerequisite needed for taking MAT/117 or MTH/209. To earn a passing grade, a student must receive a score of 60% or better.</td>
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<tr>
<td>MAT 002</td>
<td>MATH PLACEMENT EXAM B</td>
<td>0</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td></td>
<td>This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT/117 or MTH/209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.</td>
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<tr>
<td>MAT 003</td>
<td>MATH PLACEMENT EXAM C</td>
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<td>College of Humanities and Sciences</td>
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<td>This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT/220 or MTH/220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.</td>
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<td>MAT 116</td>
<td>ALGEBRA 1A</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td>MAT 117</td>
<td>ALGEBRA 1B</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td>MAT 207</td>
<td>FUNDAMENTALS OF GEOMETRY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td>MAT 219</td>
<td>INTRODUCTION TO COLLEGE ALGEBRA</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td>MAT 220</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td>MAT 504</td>
<td>ADOLESCENT PSYCHOLOGY</td>
<td>3</td>
<td>College of Education</td>
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<tr>
<td>MBL 400</td>
<td>MOBILE FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
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<tr>
<td>MBL 402</td>
<td>ANDROID MOBILE DEVELOPMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
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<td>MBL 404</td>
<td>ANDROID MOBILE IMPLEMENTATION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
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<tr>
<td>MBL 406</td>
<td>IOS MOBILE DEVELOPMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
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<tr>
<td>MBL 408</td>
<td>IOS MOBILE IMPLEMENTATION</td>
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<td>College of Information Systems and Technology</td>
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<td>FOUNDATIONS OF MEDIATION I</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>MDT 521</td>
<td>FOUNDATIONS OF MEDIATION II</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>MDT 522</td>
<td>CULTURAL AND GENDER DYNAMICS IN MEDIATION</td>
<td>3</td>
<td>College of Social Sciences</td>
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<tr>
<td>MDT 523</td>
<td>LEGAL AND ETHICAL ISSUES IN MEDIATION</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>MFCC 537</td>
<td>CHILD AND ADOLESCENT COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
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<td>MFCC 551CA</td>
<td>LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY</td>
<td>3</td>
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<tr>
<td>MFCC 552</td>
<td>LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY</td>
<td>3</td>
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<tr>
<td>MFCC 556</td>
<td>FAMILY SYSTEMS THEORY</td>
<td>3</td>
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<tr>
<td>MFCC 561</td>
<td>FAMILY INTERVENTIONS</td>
<td>3</td>
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<td>Course Code</td>
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<tr>
<td>MFCC 566</td>
<td>ADVANCED MARRIAGE AND FAMILY THERAPY</td>
<td>3</td>
<td>College of Social Sciences</td>
</tr>
<tr>
<td>MFCC 567</td>
<td>SEMINAR IN MARRIAGE AND FAMILY COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
</tr>
<tr>
<td>MFCC 591</td>
<td>PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
</tr>
<tr>
<td>MFCC 591O</td>
<td>ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING</td>
<td>0</td>
<td>College of Social Sciences</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>College of Social Sciences</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MFCC 592</td>
<td>PRACTICUM</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 597A</td>
<td>INTERNSHIP A</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.</td>
</tr>
<tr>
<td>MFCC 597B</td>
<td>INTERNSHIP B</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.</td>
</tr>
<tr>
<td>MFCC 597C</td>
<td>INTERNSHIP</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises 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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>MFCC 599A</td>
<td>PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.</td>
</tr>
<tr>
<td>MFCC 599B</td>
<td>PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.</td>
</tr>
<tr>
<td>MFCC 599C</td>
<td>PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.</td>
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<tr>
<td>MGCEU 1000</td>
<td>MANAGING ORGANIZATIONAL GOALS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Managers are responsible for setting the goals for their team and for managing their work. Organizational goals can often get lost in layers of management and not get communicated to the individual contributors. In the absence of goals, employees can feel unmotivated or can even set their own goals for achievement, which can result in poor and conflicting team performance. In this course, students will develop the necessary skills to establish tactical goals for their team based on organizational directives, and create and manage action plans to achieve these goals. This course provides 0.8 continuing education units in two, 4-hour workshops.</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Instructor</td>
<td>Description</td>
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<tr>
<td>MGCEU 1005</td>
<td>WHAT GOOD MANAGERS DO: THE FIRST 100 DAYS</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>Taking on a management role can be a bit scary. Understanding how to conduct performance appraisals, monitor work processes, communicate effectively with team members, build an internal network of supportive colleagues, and avoid common management pitfalls can be overwhelming for a new manager. This course provides the basics of effective management key for the first 100 days on the job. Topics include managerial responsibilities and skills such as the ability to resolve conflicts, coach teams to optimal performance, and serve as an advocate for their team within the wider corporate structure. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>MGCEU 1010</td>
<td>EFFECTIVE MANAGEMENT</td>
<td>0.6</td>
<td>School of Continuing Education</td>
<td>The world of business is increasingly centered on the interaction of different teams, both within and outside the organization. The success of a team within a company is often directly linked to the ability of a manager to lead and manage the team effectively. In order to perform the job well, the manager must understand the different roles of those on the team. A manager should be trained to develop the capabilities of all team members and address issues as soon as they surface. This course will help students gain an understanding of the fundamentals of becoming an effective manager for their team. This course provides 0.6 continuing education units in one, 6-hour workshop.</td>
</tr>
<tr>
<td>MGT 230</td>
<td>MANAGEMENT THEORY AND PRACTICE</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.</td>
</tr>
<tr>
<td>MGT 300</td>
<td>SURVEY OF SMALL BUSINESS MANAGEMENT AND ENTREPRENEURSHIP</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of critical issues faced in small business and entrepreneurship. Emphasis is placed on what a small business entrepreneur should know when starting a business. This includes an overview of how marketing, cash management, strategic pricing, and business planning principles relate to small business and entrepreneurship.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>School of Business</td>
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<tr>
<td>MGT 312</td>
<td>ORGANIZATIONAL BEHAVIOR FOR MANAGERS</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.</td>
</tr>
<tr>
<td>MGT 312T</td>
<td>ORGANIZATIONAL BEHAVIOR FOR MANAGERS</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.</td>
</tr>
<tr>
<td>MGT 314</td>
<td>HOSPITALITY ENTREPRENEURSHIP</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.</td>
</tr>
<tr>
<td>MGT 330</td>
<td>MANAGEMENT THEORY, PRACTICE, AND APPLICATION</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<td>Course Code</td>
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<td>School of Business</td>
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<tr>
<td>MGT 360</td>
<td>GREEN AND SUSTAINABLE ENTERPRISE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.</td>
</tr>
<tr>
<td>MGT 362</td>
<td>CHANGE MANAGEMENT AND IMPLEMENTATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.</td>
</tr>
<tr>
<td>MGT 401</td>
<td>SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>MGT 411</td>
<td>INNOVATIVE AND CREATIVE BUSINESS THINKING</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Business</td>
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<tr>
<td>MGT 418</td>
<td>EVALUATING NEW BUSINESS OPPORTUNITIES</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 420</td>
<td>MANAGING QUALITY IN THE SUPPLY CHAIN</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.</td>
</tr>
<tr>
<td>MGT 434</td>
<td>EMPLOYMENT LAW</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>MGT 445</td>
<td>ORGANIZATIONAL NEGOTIATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>School of Business</td>
<td>Description</td>
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<tr>
<td>MGT 448</td>
<td>GLOBAL BUSINESS STRATEGIES</td>
<td>3</td>
<td>School of Business</td>
<td>The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices and effects of multinational enterprises. (3 credits; 5 weeks) Prereq: none</td>
</tr>
<tr>
<td>MGT 465</td>
<td>SMALL BUSINESS AND ENTREPRENEURIAL PLANNING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 498</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.</td>
</tr>
<tr>
<td>MGT 521</td>
<td>MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students develop an increased awareness of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.</td>
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<tr>
<td>Course Code</td>
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<td>Description</td>
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<tr>
<td>MGT 527</td>
<td>CONSULTING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 538</td>
<td>MANAGING IN A CROSS-CULTURAL ENVIRONMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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 organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.</td>
</tr>
<tr>
<td>MGT 539</td>
<td>THE GLOBAL ECONOMY</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the national and global issues that fundamentally change the nature of business functions. Students will investigate strategies and solutions that improve opportunities for economic mobility. Other topics include international business and trade, global marketing, and the role of government policies on organizations.</td>
</tr>
<tr>
<td>MGT 557</td>
<td>NEGOTIATION, POWER, AND POLITICS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>School of Study</td>
<td>Description</td>
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<tr>
<td>MGT 567</td>
<td>ETHICS AND SOCIAL RESPONSIBILITY</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 598</td>
<td>CONSULTING PROJECT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 711</td>
<td>STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.</td>
</tr>
<tr>
<td>MGT 716</td>
<td>MANAGEMENT PHILOSOPHIES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>School/Organization</td>
<td>Description</td>
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<tr>
<td>MGT 721</td>
<td>MANAGING THE RISKS IN A GLOBAL ENVIRONMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.</td>
</tr>
<tr>
<td>MGT 726</td>
<td>EMERGING MANAGERIAL PRACTICES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course prepares students to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, students 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 organizational leaders are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches to meet the challenges of the future of work.</td>
</tr>
<tr>
<td>MGT 736</td>
<td>CONTEMPORARY SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course empowers students to manage complexity and lead organizations through strategic decision making. Students focus on managing information systems and theoretical and practical frameworks to enable organizational performance and innovation.</td>
</tr>
<tr>
<td>MHA 505</td>
<td>SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Health Sciences and Nursing</td>
<td>Description</td>
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<tr>
<td>MHA 506</td>
<td>ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.</td>
</tr>
<tr>
<td>MHA 507</td>
<td>LEVERAGING INFORMATICS IN THE HEALTH SECTOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will determine how best to “tell the story” by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.</td>
</tr>
<tr>
<td>MHA 508</td>
<td>NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.</td>
</tr>
<tr>
<td>MHA 515</td>
<td>SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Department</td>
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<tr>
<td>MHA 516</td>
<td>OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.</td>
</tr>
<tr>
<td>MHA 520</td>
<td>SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.</td>
</tr>
<tr>
<td>MHA 542</td>
<td>LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will begin to exemplify the traits of Adaptive Leadership in the context of the health sector. Topics include leading in complex environments (transparency and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and collaboration, concepts of power and professional culture.</td>
</tr>
<tr>
<td>MHA 543</td>
<td>TACKLING THE TALENT WAR IN THE HEALTH SECTOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement.</td>
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<tr>
<td>Course Code</td>
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<td>Credit Hours</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>MHA 560</td>
<td>CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.</td>
</tr>
<tr>
<td>MHA 598</td>
<td>LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Learners will examine strategies for successfully elevating the role of the health care organization through a well- defined &quot;brand&quot;. Topics will include brand-as- promise, brand-as-experience, and brand-as- emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.</td>
</tr>
<tr>
<td>MHA 599</td>
<td>CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.</td>
</tr>
<tr>
<td>MKT 310</td>
<td>PERSONAL SELLING</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.</td>
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<td>School of Business</td>
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<tr>
<td>MKT 320</td>
<td>BUSINESS-TO-BUSINESS SALES MANAGEMENT</td>
<td>3</td>
<td>Business School</td>
<td>This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create numerous presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.</td>
</tr>
<tr>
<td>MKT 360</td>
<td>SALES FORCE MANAGEMENT</td>
<td>3</td>
<td>Business School</td>
<td>This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.</td>
</tr>
<tr>
<td>MKT 421</td>
<td>MARKETING</td>
<td>3</td>
<td>Business School</td>
<td>This course involves an analysis of the role of marketing within the organization. Other topics include analyzing consumer behavior, identifying marketing variables, creating marketing strategies, and describing challenges of international marketing issues.</td>
</tr>
<tr>
<td>MKT 431</td>
<td>SMALL BUSINESS MARKETING</td>
<td>3</td>
<td>Business School</td>
<td>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.</td>
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<td>Course Code</td>
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<td>School of Business</td>
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<tr>
<td>MKT 435</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 438</td>
<td>PUBLIC RELATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an introduction to the field of public relations. Topics 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. (3 credits; 5 weeks)</td>
</tr>
<tr>
<td>MKT 440</td>
<td>FUNDAMENTALS OF DIGITAL MARKETING</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.</td>
</tr>
<tr>
<td>MKT 441</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
<td>School of Business</td>
<td>This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.</td>
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<tr>
<td>MKT 443</td>
<td>SOCIAL MEDIA MARKETING</td>
<td>3</td>
<td>School of Business</td>
<td>The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.</td>
</tr>
<tr>
<td>MKT 444</td>
<td>HOSPITALITY MARKETING</td>
<td>3</td>
<td>School of Business</td>
<td>This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.</td>
</tr>
<tr>
<td>MKT 446</td>
<td>SEARCH ENGINE OPTIMIZATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to design an architecture, keyword search and competitive analysis, create website building strategies, techniques and tools to enhance search results, and optimize mobile content to enhance website visibility.</td>
</tr>
<tr>
<td>MKT 447</td>
<td>ADVERTISING AND CREATIVE STRATEGY</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<td>Course Code</td>
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<td>School of Business</td>
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<td>MKT 448</td>
<td>WEB ANALYTICS FOR DIGITAL MARKETING</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.</td>
</tr>
<tr>
<td>MKT 455</td>
<td>INTERNET MARKETING</td>
<td>3</td>
<td>School of Business</td>
<td>This course examines the impact of the Internet on traditional marketing methods and how it has transformed the contemporary marketing landscape. Emphasis will be placed upon the uses of the Internet for the marketing of goods, services, information, and the impact of Internet technology on marketing strategy and practices. The course examines strategies for Internet marketing and analyzes customer relationship management models and applications in the B2B (business to business) and B2C (business to consumer) environments.</td>
</tr>
<tr>
<td>MKT 468</td>
<td>CUSTOMER RELATIONSHIP MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with an understanding of the importance of building and enhancing customer relationships by utilizing best practices and customer relationship management strategies. After completion of this course, students will be able to summarize market segmentation methods, evaluate the strategies of customer acquisition and retention, identify effective customer service techniques, and understand the use of relational databases and customer relationship management software in maintaining customer loyalty.</td>
</tr>
<tr>
<td>MKT 498</td>
<td>INTEGRATED MARKETING STRATEGY</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides students with an in depth study of Integrating 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.</td>
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<td>Course Code</td>
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<tr>
<td>MKT 544</td>
<td>INTEGRATED MARKETING COMMUNICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.</td>
</tr>
<tr>
<td>MKT 554</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 562</td>
<td>ADVANCED INTERNATIONAL MARKETING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 571</td>
<td>MARKETING</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>MKT 578</td>
<td>PUBLIC RELATIONS</td>
<td>School of Business</td>
<td>3</td>
<td>This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.</td>
</tr>
<tr>
<td>MKT 593</td>
<td>PRODUCT DESIGN AND DEVELOPMENT</td>
<td>School of Business</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MKT 711</td>
<td>MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP</td>
<td>School of Advanced Studies</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MLFC 560</td>
<td>HISTORICAL AND CULTURAL PERSPECTIVES OF THE MILITARY</td>
<td>College of Social Sciences</td>
<td>3</td>
<td>This course focuses on understanding the historical and cultural perspectives of the military. The unique characteristics of military life, the effect on individuals in military families, and the differences between required service during the draft and voluntary service since the early 1970s are presented. Issues such as military jargon, differences between the services, rank and pay-grade categories, and culture are covered. In addition, the course provides an overview of the need for additional mental health services and trained mental health professionals who can work with military families. Ethical and legal issues involved in counseling military families are also introduced.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Social Sciences</td>
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<tr>
<td>MLFC 561</td>
<td>DEPENDENCY AND ADDICTIONS</td>
<td>3</td>
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<td>This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.</td>
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<tr>
<td>MLFC 565</td>
<td>FAMILY, COUPLE AND CHILD COUNSELING</td>
<td>3</td>
<td></td>
<td>This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students address integrative approaches to assessment and diagnosis in family therapy and explore systemic approaches to treatment of issues common to families and children in clinical settings. Additionally, students contrast fundamental assumptions of systems theory with intrapsychic theories.</td>
</tr>
<tr>
<td>MLFC 566</td>
<td>GRIEF/LOSS AND TRANSITION ISSUES FOR MILITARY FAMILIES</td>
<td>3</td>
<td></td>
<td>This course focuses on the transitions that military family members face regularly and discusses the experiences of bereavement and grief usually associated with these transitions. Frequent family disruptions, such as the deployment cycle and its effect on the family, are reviewed. A foundational model is presented where all transitions are understood by clinicians and by the families with which they are working. Coping and counseling strategies are presented to assist families through the cycles and transitions. Trauma and posttraumatic stress issues are also presented.</td>
</tr>
<tr>
<td>MLFC 567</td>
<td>COUNSELING MILITARY FAMILIES</td>
<td>3</td>
<td></td>
<td>This course focuses on the strengths, vulnerabilities, and capabilities of a military family, including the unique aspects of guard and reserve families. The family systems model is used to address issues that different family members face, including spouses, children, and families of unmarried service members. Parenting issues relevant to military families are also addressed. During the course, local resources are explored to assist families throughout their military service.</td>
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<td>Course Code</td>
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<tr>
<td>MLF 568</td>
<td>ASSESSMENT AND INTERVENTION STRATEGIES FOR MILITARY FAMILIES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The focus of this course is on the assessments and interventions used to work with military families. When providing assessments and interventions, it is crucial to understand that the military has a distinct culture. This course explores how professionals can address the stigma associated with service members seeking mental health care, which may deter them from receiving therapy. Ethically and culturally appropriate, theory-based assessment and interventions strategies are explored. In addition, current research on best practices is considered, and case conceptualizations are required.</td>
</tr>
<tr>
<td>MLF-CN 560</td>
<td>MILITARY FAMILY COUNSELING: MILITARY HISTORY AND CULTURE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to focus on understanding the historical and cultural perspectives of the military. Participants examine the unique characteristics of military life, the effect on individuals in military families, and the differences between required service during the draft and voluntary service since the early 1970s. Topics such as military jargon, differences between the services, rank and pay-grade categories, and other basic information related to military culture are covered. In addition, participants explore the need for additional mental health services and trained mental health professionals who can work with military families. Ethical and legal issues involved in counseling military families are also addressed.</td>
</tr>
<tr>
<td>MPA 503</td>
<td>PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship 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 &amp; legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources &amp; uses.</td>
</tr>
<tr>
<td>MPA 533</td>
<td>LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.</td>
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<td>Course Code</td>
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<tr>
<td>MPA 543</td>
<td>DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, post testing, correlation, and forecasting.</td>
</tr>
<tr>
<td>MPA 553</td>
<td>PUBLIC FINANCE</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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 include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.</td>
</tr>
<tr>
<td>MPA 563</td>
<td>PUBLIC BUDGETING</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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 include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.</td>
</tr>
<tr>
<td>MPA 573</td>
<td>PROGRAM EVALUATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.</td>
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<tr>
<td>MPA 583</td>
<td>PUBLIC POLICY PLANNING AND IMPLEMENTATION</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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 alternative evaluation, and stakeholder conflicts.</td>
</tr>
<tr>
<td>MPA 593</td>
<td>PUBLIC ADMINISTRATION APPLIED PROJECT</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>Students are required to apply the knowledge learned in the MPA program to a cumulative project.</td>
</tr>
<tr>
<td>MPA TMS43</td>
<td>LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR</td>
<td>3</td>
<td>College of Criminal Justice and Security</td>
<td>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 and extranet, and data maintenance and retrieval.</td>
</tr>
<tr>
<td>MTE 001</td>
<td>Orientation to Teacher Education</td>
<td>0</td>
<td>College of Education</td>
<td>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. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.</td>
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<tr>
<td>MTE 501</td>
<td>THE ART AND SCIENCE OF TEACHING</td>
<td>2</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 503</td>
<td>ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE</td>
<td>0</td>
<td>College of Education</td>
<td>This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.</td>
</tr>
<tr>
<td>MTE 505</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 506</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT</td>
<td>2</td>
<td>College of Education</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>MTE 507</td>
<td>ORIENTATION TO TEACHER EDUCATION</td>
<td>0</td>
<td>College of Education</td>
<td>This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.</td>
</tr>
<tr>
<td>MTE 507 CA</td>
<td>ORIENTATION TO TEACHER EDUCATION</td>
<td>0</td>
<td>College of Education</td>
<td>This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.</td>
</tr>
<tr>
<td>MTE 510</td>
<td>Professional Knowledge, Skills, and Dispositions</td>
<td>1</td>
<td>College of Education</td>
<td>This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.</td>
</tr>
<tr>
<td>MTE 511</td>
<td>Child/Adolescent Growth, Development, and Learning</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.</td>
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<tr>
<td>MTE 512</td>
<td>Teaching the Exceptional Learner</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.</td>
</tr>
<tr>
<td>MTE 513</td>
<td>Evaluation and Data Literacy</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.</td>
</tr>
<tr>
<td>MTE 516</td>
<td>Foundations of the Professional Educator</td>
<td>3</td>
<td>College of Education</td>
<td>This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.</td>
</tr>
<tr>
<td>MTE 517</td>
<td>TECHNOLOGY INTEGRATION FOR EDUCATORS</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.</td>
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<tr>
<td>MTE 518</td>
<td>MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES</td>
<td>3</td>
<td>College</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 518CA</td>
<td>MODELS, THEORIES, AND INSTRUCTIONAL STRATEGIES</td>
<td>3</td>
<td>College</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 522</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE</td>
<td>3</td>
<td>College</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 522CA</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS</td>
<td>3</td>
<td>College</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>MTE 523</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 523CA</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 528CA</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the theory, application, and strategies of teaching visual art in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact art. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual art instruction.</td>
</tr>
<tr>
<td>MTE 529</td>
<td>READING AND PHONOLOGICAL THEORY</td>
<td>2</td>
<td>College of Education</td>
<td>This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.</td>
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<tr>
<td>Course Code</td>
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<td>College of Education</td>
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<tr>
<td>MTE 531</td>
<td>CURRICULUM CONST &amp; ASSMT: HISTORY/SOCIAL SCIENCE</td>
<td>2</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>MTE 533</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SCIENCE AND MATHEMATICS</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 533CA</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SCIENCE AND MATH</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 534</td>
<td>CURRICULUM CONST &amp; ASSMT: VISUAL AND PERFORMING ARTS</td>
<td>2</td>
<td>College of Education</td>
<td>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.</td>
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<td>Course Code</td>
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<td>MTE 536</td>
<td>CHILDREN’S LITERATURE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>MTE 537</td>
<td>CURRICULUM CONST &amp; ASMT: PHYSICAL EDUCATION and HEALTH</td>
<td>2</td>
<td>College of Education</td>
<td>This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.</td>
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<tr>
<td>MTE 541</td>
<td>LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS</td>
<td>2</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 541CA</td>
<td>LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS</td>
<td>2</td>
<td>College of Education</td>
<td>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.</td>
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<td>Course</td>
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<tr>
<td>MTE 550</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: GLOBAL LANGUAGES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 551</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 553</td>
<td>INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS</td>
<td>3</td>
<td>College of Education</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>MTE 556</td>
<td>CURR CONSTR &amp; ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>MTE 557</td>
<td>LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS</td>
<td>3</td>
<td>College of Education</td>
<td>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 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.</td>
</tr>
<tr>
<td>MTE 559</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 562</td>
<td>ASSESSMENT AND EVALUATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.</td>
</tr>
<tr>
<td>MTE 564</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 564CA</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>MTE 566</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 566CA</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 567</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>MTE 567CA</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 569</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTE 569CA</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>MTE 580</td>
<td>CURRICULUM CONSTRUCTS &amp; ASSESSMENT: SECONDARY BUS &amp; MKTNG</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>MTE 583</td>
<td>STUDENT TEACHING</td>
<td>8</td>
<td>Education</td>
<td>This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.</td>
</tr>
<tr>
<td>MTE 586</td>
<td>STUDENT TEACHING, PART A</td>
<td>4</td>
<td>Education</td>
<td>This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.</td>
</tr>
<tr>
<td>MTE 587</td>
<td>STUDENT TEACHING, PART B</td>
<td>4</td>
<td>Education</td>
<td>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.</td>
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<tr>
<td>MTH 110</td>
<td>HISTORY OF MATHEMATICS</td>
<td>1</td>
<td>Humanities and Sciences</td>
<td>This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.</td>
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<td>Course Code</td>
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<td>Credits</td>
<td>College/Program</td>
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<tr>
<td>MTH 156</td>
<td>MATH FOR ELEMENTARY TEACHERS I</td>
<td>3</td>
<td>College of Education</td>
<td>This course 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. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.</td>
</tr>
<tr>
<td>MTH 157</td>
<td>MATH FOR ELEMENTARY TEACHERS II</td>
<td>3</td>
<td>College of Education</td>
<td>This course 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. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.</td>
</tr>
<tr>
<td>MTH 209</td>
<td>COLLEGE MATHEMATICS II</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course continues the demonstration and examination of various algebra concepts that was begun in MTH/208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course.</td>
</tr>
<tr>
<td>MTH 210</td>
<td>FUNDAMENTALS OF GEOMETRY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>College</th>
<th>Description</th>
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<tbody>
<tr>
<td>MTH 212</td>
<td>INTRODUCTION TO FINITE MATHEMATICS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>MTH 213</td>
<td>Mathematics for Elementary Educators I</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTH 214</td>
<td>Mathematics for Elementary Educators II</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>MTH 215</td>
<td>QUANTITATIVE REASONING I</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real-world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.</td>
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<td>Course Code</td>
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<td>Credits</td>
<td>College of Humanities and Sciences</td>
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<tr>
<td>MTH 216</td>
<td>QUANTITATIVE REASONING II</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.</td>
</tr>
<tr>
<td>MTH 217</td>
<td>STATISTICS I</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.</td>
</tr>
<tr>
<td>MTH 218</td>
<td>STATISTICS II</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.</td>
</tr>
<tr>
<td>MTH 219</td>
<td>INTRODUCTION TO COLLEGE ALGEBRA</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.</td>
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<tr>
<td>MTH 220</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.</td>
</tr>
<tr>
<td>MTH 221</td>
<td>DISCRETE MATH FOR INFORMATION TECHNOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc.), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.</td>
</tr>
<tr>
<td>MTH 225</td>
<td>PRE-CALCULUS</td>
<td>4</td>
<td>College of Humanities and Sciences</td>
<td>This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.</td>
</tr>
<tr>
<td>MTH 280</td>
<td>CALCULUS I</td>
<td>4</td>
<td>College of Information Systems and Technology</td>
<td>This course is an introduction to differential 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 simple antiderivatives.</td>
</tr>
<tr>
<td>MTH 290</td>
<td>CALCULUS II</td>
<td>4</td>
<td>College of Information Systems and Technology</td>
<td>This course examines integral 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. Students also examine the area function, Riemann sums and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.</td>
</tr>
<tr>
<td>MTH 360</td>
<td>LINEAR ALGEBRA</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.</td>
</tr>
<tr>
<td>MTH 380</td>
<td>CALCULUS III</td>
<td>3</td>
<td>School of Business</td>
<td>This course builds on the concepts presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three-dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.</td>
</tr>
<tr>
<td>MTH 463</td>
<td>APPLIED STATISTICS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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. In addition, this course 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.</td>
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<tr>
<td>MTH 530</td>
<td>LINEAR ALGEBRA</td>
<td>3</td>
<td>College of Education</td>
<td>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 of these 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.</td>
</tr>
<tr>
<td>MTH 535</td>
<td>GEOMETRY</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.</td>
</tr>
<tr>
<td>MTH 540</td>
<td>STATISTICS</td>
<td>3</td>
<td>College of Education</td>
<td>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 in this course. 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.</td>
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<tr>
<td>MTH 575</td>
<td>MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the methodology and assessment strategies that enhance learning in mathematics for exceptional learners. Attention is given to an overview of mathematics content and process standards. Emphasis is placed on ranges of abilities and needs, modifications and accommodations, instructional strategies, and classroom management.</td>
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<td>Course Code</td>
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<tr>
<td>NCPDSU 100</td>
<td>Developing a STEAM Unit</td>
<td>0</td>
<td>College of Education</td>
<td>The workshop is designed to support K-12 teachers with STEAM unit design using problem-based learning as the vehicle. Throughout the course of this workshop, participants will design a unit for classroom instruction in the upcoming school year.</td>
</tr>
<tr>
<td>NCPSTM 100</td>
<td>Foundations of STEAM Education II</td>
<td>1.5</td>
<td>College of Education</td>
<td>This course will explore STEAM in the classroom, utilizing problem-based learning as the vehicle to teach STEAM. Participants will take a look at arts integration and the engineering design process. Participants will also engage in using a variety of assessment tools in STEAM and how to extend STEAM beyond the classroom through other engagement opportunities.</td>
</tr>
<tr>
<td>NRP 505</td>
<td>ROLE OF ADVANCED PRACTICE NURSE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>NRP 507</td>
<td>ADVANCED PHARMACOLOGY</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.</td>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>College of Health Sciences and Nursing</th>
<th>Description</th>
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<tbody>
<tr>
<td>NRP 508</td>
<td>HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.</td>
</tr>
<tr>
<td>NRP 511</td>
<td>ADVANCED PATHOPHYSIOLOGY</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.</td>
</tr>
<tr>
<td>NRP 513</td>
<td>CLINICAL APPLICATIONS OF THEORY AND RESEARCH</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>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, nursing research, and nursing knowledge in professional environments.</td>
</tr>
<tr>
<td>NRP 516</td>
<td>ADVANCED HEALTH ASSESSMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
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<td>Description</td>
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<tr>
<td>NRP 531</td>
<td>ADVANCED HEALTH ASSESSMENT I</td>
<td>4</td>
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<td>This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.</td>
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<tr>
<td>NRP 540</td>
<td>MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS</td>
<td>5</td>
<td></td>
<td>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.</td>
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<tr>
<td>NRP 543</td>
<td>MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS</td>
<td>4</td>
<td></td>
<td>This combined theory and clinical 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. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.</td>
</tr>
<tr>
<td>NRP 545A</td>
<td>ADULT AND GERIATRIC MANAGEMENT</td>
<td>4</td>
<td></td>
<td>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.</td>
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<td>NRP 545B</td>
<td>ADULT AND GERIATRIC MANAGEMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
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<tr>
<td>NRP 552</td>
<td>CLINICAL PROCEDURES</td>
<td>2</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.</td>
</tr>
<tr>
<td>NRP 555</td>
<td>ADULT AND GERIATRIC MANAGEMENT I</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the neurological, cardiovascular, and pulmonary systems of adults and geriatric patients, including implications for the individual and the family. Coding and billing are discussed. Theory, research, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.</td>
</tr>
<tr>
<td>NRP 556</td>
<td>ADULT AND GERIATRIC MANAGEMENT II</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This two-part, combined theory and clinical course focuses on the management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, and genitourinary systems of adults and geriatric patients, including implications for the individual and the family. The management of psychiatric issues and skin pathology are discussed. Theory, research and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.</td>
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<td>College of Health Sciences and Nursing</td>
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<td>NRP 560</td>
<td>MANAGEMENT OF WOMEN'S HEALTH ISSUES</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
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<td>This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.</td>
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<tr>
<td>NRP 563</td>
<td>MANAGEMENT OF WOMEN'S HEALTH ISSUES</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
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<td></td>
<td>This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.</td>
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<td>NRP 566</td>
<td>PRECEPTORSHIP</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
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<td>This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.</td>
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<tr>
<td>NRP 571</td>
<td>ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
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<td>This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.</td>
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<tr>
<td>NRP 590</td>
<td>FINAL PRECEPTORSHIP</td>
<td>8</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.</td>
</tr>
<tr>
<td>NSE 721</td>
<td>THEORIES OF NURSING EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate Implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.</td>
</tr>
<tr>
<td>NSE 722</td>
<td>INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner's development approach.</td>
</tr>
<tr>
<td>NSE 723</td>
<td>MEASUREMENT AND EVALUATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.</td>
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<tr>
<td>NSG 300</td>
<td>INTRODUCTION TO THE SCHOOL OF NURSING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This introductory course to the School of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN Examination.</td>
</tr>
<tr>
<td>NSG 301</td>
<td>TRANSITION TO BACCALAUREATE STUDIES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces baccalaureate students to the nursing program and curriculum. Topics include critical thinking, collaboration, research, academic honesty, APA guidelines, and communication skills. A key focus is introducing students to professional nursing resources and university resources designed for student success.</td>
</tr>
<tr>
<td>NSG 302</td>
<td>PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces the School of Nursing’s philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.</td>
</tr>
<tr>
<td>NSG 320</td>
<td>PROFESSIONAL NURSING ROLE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner’s Theory of novice to expert and the role of the generalist will be explored.</td>
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<td>Course Code</td>
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<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 321</td>
<td>TRANSITION TO BACCALAUREATE NURSING</td>
<td>2</td>
<td>College of Health Sciences and Nursing</td>
<td>In the role of registered nurse, professional nurses use leadership, critical thinking, evidence-based practice, and clinical judgment to design, manage, coordinate, and provide safe care. Evaluating knowledge, skills, and attitudes is crucial to role transition from practical and vocational nursing to baccalaureate-prepared registered nursing. Students will analyze the relationship between critical thinking, clinical reasoning, clinical judgment, and the nursing process; and evaluate the role and scope of practice of the registered nurse.</td>
</tr>
<tr>
<td>NSG 330</td>
<td>PHYSICAL ASSESSMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.</td>
</tr>
<tr>
<td>NSG 331</td>
<td>HEALTH ASSESSMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course advances the nursing student’s skills in health assessment and physical examination. History taking, performing focused assessments, and data evaluation to develop care plans are emphasized.</td>
</tr>
<tr>
<td>NSG 340</td>
<td>MEDICAL/SURGICAL NURSING I: ACUTE</td>
<td>5</td>
<td>College of Health Sciences and Nursing</td>
<td>This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson’s Theory of Human Caring is addressed. Watson’s Theory will be used by the student to apply critical thinking pathways to individual health problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 341</td>
<td>CARE OF THE MEDICAL-SURGICAL PATIENT</td>
<td>6</td>
<td>College of Health Sciences and Nursing</td>
<td>This course prepares students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.</td>
</tr>
<tr>
<td>NSG 345</td>
<td>MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS</td>
<td>5</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.</td>
</tr>
<tr>
<td>NSG 347</td>
<td>CARE OF THE MEDICAL-SURGICAL PATIENT II</td>
<td>6</td>
<td>College of Health Sciences and Nursing</td>
<td>This course continues to prepare students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.</td>
</tr>
<tr>
<td>NSG 400</td>
<td>THEORETICAL BASIS FOR NURSING PRACTICE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson’s Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.</td>
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<tr>
<td>NSG 401</td>
<td>THEORY APPLICATION IN NURSING PRACTICE</td>
<td>2</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the exploration of various theories and their application to professional practice. Watson's theory of human caring is presented as a possible framework to guide baccalaureate nursing practice.</td>
</tr>
<tr>
<td>NSG 410</td>
<td>PSYCHIATRIC AND MENTAL HEALTH NURSING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.</td>
</tr>
<tr>
<td>NSG 411</td>
<td>CARE OF THE MENTAL HEALTH PATIENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on evidence-based care of mental health patients and explores pharmacology and other treatment modalities, medication adherence, and access to care.</td>
</tr>
<tr>
<td>NSG 416</td>
<td>THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.</td>
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<tr>
<td>NSG 420</td>
<td>COMMUNITY AND FAMILY NURSING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson's Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.</td>
</tr>
<tr>
<td>NSG 421</td>
<td>CARE OF THE FAMILY AND COMMUNITY</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.</td>
</tr>
<tr>
<td>NSG 425</td>
<td>NURSING ETHICS AND PROFESSIONALISM</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses ethical aspects of the professional nurse's role in health care delivery and management. Topics include interprofessional collaboration and communication, ethical and professional responsibilities, state Nurse Practice Acts, and decision-making models. Students are required to successfully complete 45 clinical hours.</td>
</tr>
<tr>
<td>NSG 426</td>
<td>INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.</td>
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<tr>
<td>NSG 430</td>
<td>EVIDENCE-BASED PRACTICE &amp; INFORMATION TECH IN HEALTH CARE</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.</td>
</tr>
<tr>
<td>NSG 431</td>
<td>EVIDENCE-BASED PRACTICE AND INFORMATICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the research process as a foundation for evidence-based practice. Data compilation and analysis for problem identification, evaluation of interventions, and patient outcomes are explored.</td>
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<tr>
<td>NSG 435</td>
<td>MATERNAL - CHILD NURSING</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the use of Watson’s Theory of Human Caring in the care of the maternal-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.</td>
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<tr>
<td>NSG 436</td>
<td>CARE OF THE MATERNAL-CHILD PATIENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on evidence-based nursing care of childbearing patients, newborns, and their families during prenatal, antepartum, and postpartum phases of care.</td>
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<td>NSG 440</td>
<td>PEDIATRIC NURSING</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the utilization of Watson’s Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.</td>
</tr>
<tr>
<td>NSG 441</td>
<td>CARE OF THE PEDIATRIC PATIENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on evidence-based care of pediatric and adolescent patients experiencing acute and chronic illnesses in a variety of care settings.</td>
</tr>
<tr>
<td>NSG 447</td>
<td>CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT</td>
<td>6</td>
<td>College of Health Sciences and Nursing</td>
<td>This course prepares students to function as registered nurses in the care of medically complex patients. This course advances the critical thinking, clinical judgment, and evidence-based decision making skills developed during the previous two medical-surgical courses.</td>
</tr>
<tr>
<td>NSG 450</td>
<td>EPIDEMIOLOGY AND GLOBAL HEALTH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.</td>
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<tr>
<td>NSG 451</td>
<td>PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.</td>
</tr>
<tr>
<td>NSG 452</td>
<td>PUBLIC AND GLOBAL HEALTH</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.</td>
</tr>
<tr>
<td>NSG 456</td>
<td>RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.</td>
</tr>
<tr>
<td>NSG 468</td>
<td>INFLUENCING QUALITY WITHIN HEALTHCARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality &amp; Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.</td>
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<tr>
<td>NSG 470</td>
<td>NURSING LEADERSHIP AND MANAGEMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.</td>
</tr>
<tr>
<td>NSG 471</td>
<td>NURSING LEADERSHIP AND MANAGEMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the role of the nurse as leader and manager. Managing health care resources, assessing quality and risk in patient care, interprofessional collaboration, and decision-making models are explored.</td>
</tr>
<tr>
<td>NSG 478</td>
<td>PROMOTING HEALTHY COMMUNITIES</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. Students are required to successfully complete 45 clinical hours.</td>
</tr>
<tr>
<td>NSG 478CA</td>
<td>Promoting Healthy Communities</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.</td>
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<tr>
<td>Course Code</td>
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<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 480</td>
<td>NURSING SYNTHESIS</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.</td>
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<tr>
<td>NSG 481</td>
<td>INFLUENCING NURSING PRACTICE</td>
<td>2</td>
<td>College of Health Sciences and Nursing</td>
<td>Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.</td>
</tr>
<tr>
<td>NSG 482</td>
<td>PROMOTING HEALTHY COMMUNITIES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities.</td>
</tr>
<tr>
<td>NSG 482CA</td>
<td>Promoting Healthy Communities</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.</td>
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<td>NSG 485</td>
<td>PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. Students are required to successfully complete 45 clinical hours.</td>
</tr>
<tr>
<td>NSG 485CA</td>
<td>Public Health: Health Promotion and Disease Prevention</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. This course is designed for residents of the state of California.</td>
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<tr>
<td>NSG 486</td>
<td>PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of public health principles.</td>
</tr>
<tr>
<td>NSG 486CA</td>
<td>Public Health: Health Promotion and Disease Prevention</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.</td>
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<td>NSG 495</td>
<td>SENIOR LEADERSHIP PROJECT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project. Students are required to successfully complete 45 clinical hours.</td>
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<tr>
<td>NSG 498</td>
<td>SENIOR LEADERSHIP PRACTICUM</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.</td>
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<tr>
<td>NSG 500</td>
<td>AN INTEGRATED APPROACH TO PATHOPHYSIOLOGY AND PHARMACOLOGY</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse’s role in health promotion and disease management.</td>
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<tr>
<td>NSG 501</td>
<td>PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course presents an integrated approach to pathophysiology, pharmacokinetics, and pharmacodynamics of medications throughout the life span. A key focus is developing clinical decision-making skills essential to safe and effective pharmacological intervention based on pathophysiology. Topics include a holistic approach to changes associated with disease states, improving physiological status through nursing interventions, and the nurse’s role in health promotion and disease management.</td>
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<tr>
<td>NSG 502</td>
<td>PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.</td>
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<tr>
<td>NSG 505</td>
<td>COMPREHENSIVE HEALTH ASSESSMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.</td>
</tr>
<tr>
<td>NSG 511</td>
<td>CONTEMPORARY NURSING PRACTICE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course emphasizes the School of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.</td>
</tr>
<tr>
<td>NSG 512</td>
<td>NURSING RESEARCH</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis and the role of the nurse as scientist.</td>
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<tr>
<td>NSG 513</td>
<td>INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.</td>
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<tr>
<td>NSG 514</td>
<td>HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>This course analyzes the role of the graduate-level nurse as a leader in the profession as a steward of financial management. Topics include principles in financial and resource management, budgetary cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.</td>
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<tr>
<td>NSG 516AD</td>
<td>PRACTICUM I</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td></td>
<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
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<tr>
<td>NSG 516ED</td>
<td>PRACTICUM I</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 516IN</td>
<td>PRACTICUM I</td>
<td>3</td>
<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
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<tr>
<td>NSG 517AD</td>
<td>PRACTICUM II</td>
<td>3</td>
<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
</tr>
<tr>
<td>NSG 517ED</td>
<td>PRACTICUM II</td>
<td>3</td>
<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
</tr>
<tr>
<td>NSG 517IN</td>
<td>PRACTICUM II</td>
<td>3</td>
<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
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<td>Course</td>
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<td>NSG 525</td>
<td>ROLE OF THE NURSE EDUCATOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 530</td>
<td>THEORY AND PRINCIPLES OF NURSING EDUCATION</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 531</td>
<td>PROGRAM AND COURSE DEVELOPMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 532</td>
<td>INNOVATIVE CURRICULUM DESIGN</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>Course Code</td>
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<tr>
<td>NSG 533</td>
<td>EDUCATIONAL ASSESSMENT AND EVALUATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 534</td>
<td>FACILITATING ENGAGED LEARNING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 535</td>
<td>CURRICULUM DEVELOPMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 536</td>
<td>Practicum Elective I</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>Course Code</td>
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<tr>
<td>NSG 537</td>
<td>Practicum Elective II</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 540</td>
<td>INSTRUCTIONAL DESIGN AND TECHNOLOGY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 541</td>
<td>DATA ANALYSIS AND MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 542</td>
<td>INFORMATION WORKFLOW</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>Course Code</td>
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<td>NSG 543</td>
<td>DATABASE MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 544</td>
<td>EVALUATION AND APPLICATION OF INFORMATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 545</td>
<td>ASSESSMENT, MEASUREMENT, AND EVALUATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 547</td>
<td>HUMAN RESOURCES MANAGEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<td>Course Code</td>
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<tr>
<td>NSG 550</td>
<td>ROLE OF THE NURSE ADMINISTRATOR</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 557</td>
<td>ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 567</td>
<td>FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<td>NSG 577</td>
<td>CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Department</th>
<th>Description</th>
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<tbody>
<tr>
<td>NSG 580</td>
<td>PRACTICUM</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of clinical practicum.</td>
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<tr>
<td>NTC 245</td>
<td>FOUNDATION OF LOCAL AREA NETWORKS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
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<tr>
<td>NTC 248</td>
<td>FOUNDATIONS OF NETWORKING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces the basic interconnections for all computers from home computer systems, to multinational businesses, the Internet. In this course, you’ll learn about network architecture including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing and virtualization. This course covers the objectives for certification exam CompTIA Network+ N10-006.</td>
</tr>
<tr>
<td>NTC 255</td>
<td>STORAGE AND MANAGEMENT OF DATA</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and class networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.</td>
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<td>Course Code</td>
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<tr>
<td>NTC 260</td>
<td>FOUNDATIONS OF CLOUD SERVICES</td>
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<td>College of Information Systems and Technology</td>
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<td>This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.</td>
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<tr>
<td>NTC 275</td>
<td>STORAGE MANAGEMENT CAPSTONE</td>
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<td>College of Information Systems and Technology</td>
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<td>This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.</td>
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<tr>
<td>NTC 300</td>
<td>CLOUD TECHNOLOGIES</td>
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<td>College of Information Systems and Technology</td>
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<td>This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.</td>
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<td>NTC 302</td>
<td>NETWORK WEB SERVICES</td>
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<td>College of Information Systems and Technology</td>
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<td>This course focuses on Network Web Services with a specific focus on Amazon Web services. The courses will help an IT professional identify and gather requirements in order to define a Web Services solution to be built using architecture best practices and to be capable of providing guidance on architectural best practices to developers and system administrators throughout the lifecycle of the web services project.</td>
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<td>Course Code</td>
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<td>Credit Hours</td>
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<tr>
<td>NTC 320</td>
<td>NETWORK DESIGN ASSOCIATE</td>
<td>3</td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the CISCO CCDA: Cisco Certified Design Associate certification exam. Topics include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.</td>
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<tr>
<td>NTC 324</td>
<td>WINDOWS SERVER CONFIGURATION</td>
<td>3</td>
<td>This course provides students with the knowledge and skills necessary to install and configure Windows Servers 2012. The course covers Server Roles Configuration, Server Virtualization Configuration, Network Services Configuration, and Directory Services Administration &amp; Group Policy.</td>
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<tr>
<td>NTC 326</td>
<td>ADMINISTERING WINDOWS SERVER</td>
<td>3</td>
<td>This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Manage Network Services, Server Policy Infrastructure, and Manage Directory Services &amp; Group Policy.</td>
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<tr>
<td>NTC 328</td>
<td>ADVANCED WINDOWS SERVICES</td>
<td>3</td>
<td>This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure &amp; Access Solutions.</td>
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<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Department of Study</td>
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<tr>
<td>NTC 361</td>
<td>NETWORK AND TELECOMMUNICATIONS CONCEPTS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course provides an overview of telecommunication systems in a business health care environment. Topics include voice communications, and standards, transmission, networks, and internetworking.</td>
</tr>
<tr>
<td>NTC 362</td>
<td>FUNDAMENTALS OF NETWORKING</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.</td>
</tr>
<tr>
<td>NTC 405</td>
<td>TELECOMMUNICATIONS AND NETWORKING I</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.</td>
</tr>
<tr>
<td>NTC 406</td>
<td>TELECOMMUNICATIONS AND NETWORKING II</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>NTC/406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail the related theory being applied to specific applications in the industry.</td>
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<tr>
<td>NTC 409</td>
<td>GLOBAL NETWORK ARCHITECTURE AND DESIGN</td>
<td>3 College of Information Systems and Technology</td>
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<tr>
<td>NTC 411</td>
<td>GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY</td>
<td>3 College of Information Systems and Technology</td>
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<tr>
<td>NTC 415</td>
<td>NETWORK INTEGRATION PROJECT</td>
<td>3 College of Information Systems and Technology</td>
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<tr>
<td>NTC 425</td>
<td>NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS</td>
<td>3 College of Information Systems and Technology</td>
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<tr>
<td>NTI 501</td>
<td>CLASSROOM MANAGEMENT FOR NEW TEACHERS</td>
<td>1.5</td>
<td>College of Education</td>
<td>This course will equip new teachers with the skills necessary to effectively manage their classroom by establishing consistent classroom routines and rituals. It will also focus on the important role that lesson planning plays in classroom management.</td>
</tr>
<tr>
<td>NTI 502</td>
<td>EFFECTIVE LESSON PLANNING</td>
<td>1.5</td>
<td>College of Education</td>
<td>Effective Lesson Planning will empower new teachers to develop quality lesson plans, successfully utilizing formative assessments and aligned with an established curriculum map.</td>
</tr>
<tr>
<td>NTI 503</td>
<td>INSTRUCTIONAL STRATEGIES</td>
<td>1.5</td>
<td>College of Education</td>
<td>This course will empower new teachers to deliver successful lessons, which utilize effective instructional strategies to positively affect student learning.</td>
</tr>
<tr>
<td>NTI 504</td>
<td>ASSESSMENT AND EVALUATION</td>
<td>1.5</td>
<td>College of Education</td>
<td>Assessment and Evaluation will empower new teachers to successfully integrate formative and summative assessments into units and lessons, evaluate student performance, and utilize student data to drive instructional decision making.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Instructor(s)</td>
<td>Description</td>
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<td>NUR 440</td>
<td>HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.</td>
</tr>
<tr>
<td>NUR 440CC</td>
<td>HEALTH ASSESSMENT AND PROMOTION FOR VULNERABLE POPULATIONS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course is designed to assist professional nurses in developing interviewing skills, refinement of a health assessment, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.</td>
</tr>
<tr>
<td>NUR 443</td>
<td>EVIDENCE-BASED NURSING RESEARCH AND PRACTICE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.</td>
</tr>
<tr>
<td>NUR 443CC</td>
<td>EVIDENCE-BASED NURSING RESEARCH AND PRACTICE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.</td>
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<td>Institution</td>
<td>Description</td>
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<tr>
<td>NUR 492</td>
<td>SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.</td>
</tr>
<tr>
<td>NUR 492CC</td>
<td>SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT</td>
<td>4</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.</td>
</tr>
<tr>
<td>NUR 531</td>
<td>INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>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.</td>
</tr>
<tr>
<td>NUR 540C</td>
<td>NP PEDIATRIC PRECEPTORSHIP CLINICAL</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Health Sciences and Nursing</td>
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<td>NUR 542</td>
<td>DYNAMICS OF FAMILY SYSTEMS</td>
<td>2</td>
<td>Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.</td>
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<tr>
<td>NUR 544</td>
<td>POPULATION-FOCUSED HEALTH CARE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>NUR 550</td>
<td>ISSUES IN ADVANCED PRACTICE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>NUR 588</td>
<td>DEVELOPING AND EVALUATING EDUCATIONAL PROGRAMS</td>
<td>3</td>
<td>Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.</td>
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<td>Course Code</td>
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<tr>
<td>NUR 590A</td>
<td>NURSING PRACTICUM-A</td>
<td>1</td>
<td>College of Health Sciences and Nursing</td>
<td>This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.</td>
</tr>
<tr>
<td>NUR 590B</td>
<td>NURSING PRACTICUM-B</td>
<td>2</td>
<td>College of Health Sciences and Nursing</td>
<td>This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.</td>
</tr>
<tr>
<td>NUR 598</td>
<td>RESEARCH UTILIZATION PROJECT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.</td>
</tr>
<tr>
<td>NUR 700</td>
<td>PROFESSIONAL NURSING LEADERSHIP</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course surveys theories, skills, risks, and rewards related to professional nursing leadership and innovation. This course also examines the dynamic of change and how it influences strategic planning.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>NUR 701</td>
<td>PHILOSOPHY OF NURSING SCIENCE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course examines the philosophical underpinnings associated with the science of nursing. The learner will critique philosophical views of science that have influenced the process of knowledge development and discovery.</td>
</tr>
<tr>
<td>NUR 702</td>
<td>THEORY CONSTRUCTION AND CONCEPT ANALYSIS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Learners will identify phenomena of interest, conduct a concept analysis, and develop components of a theoretical framework.</td>
</tr>
<tr>
<td>NUR 703</td>
<td>THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.</td>
</tr>
<tr>
<td>OI 365</td>
<td>KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL</td>
<td>3</td>
<td>School of Business</td>
<td>In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.</td>
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<td>Course Code</td>
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<td>School of Education</td>
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<tr>
<td>OI 466</td>
<td>ORGANIZATIONAL INNOVATION INTEGRATED PROJECT</td>
<td>School of Business</td>
<td>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. **</td>
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<tr>
<td>ONL 500</td>
<td>Foundations of Online Teaching</td>
<td>College of Education</td>
<td>This course introduces participants to the elements of online teaching at the K-12 level. Participants examine a variety of online instructional skills and strategies related to teaching and delivering curriculum in the online environment. Participants collaborate with others and authentically integrate technology tools, as well as mobile learning technologies. Classroom management, engagement, time management, and assessment strategies are also discussed. Additionally, participants explore the International Association for K-12 Online Learning (iNACOL) standards, as well as copyright, FERPA, and other issues related to academic integrity in the online classroom.</td>
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<tr>
<td>ONL 501</td>
<td>Technologies for Online Teaching</td>
<td>College of Education</td>
<td>This course prepares teachers to effectively use technology and media in online teaching. The benefits and challenges of using audio, video, collaborative, and social media technology tools in the virtual classroom will be examined. Particular emphasis will be given to using digital tools and apps that promote cutting edge skills in the online environment. Current and emerging trends in Internet technology will also be addressed.</td>
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<tr>
<td>ONL 502</td>
<td>Organizing and Managing the Online Classroom</td>
<td>College of Education</td>
<td>In this course, participants explore the unique issues of classroom organization, management, and discipline in the K-12 online environment. The issues of online student responsibility, engagement, goal setting, and time management are examined. Communication with students, parents, administration, and other key personnel are discussed. Participants develop and articulate a personal philosophy of online classroom management. Each participant must have computer and Internet access for this course.</td>
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<td>Course Code</td>
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<td>College of Education</td>
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<tr>
<td>ONL 503</td>
<td>Differentiating Instruction in the Online Classroom</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on strategies and techniques for differentiating online instruction to meet the learning needs of diverse students in the fully online, hybrid, or flipped classroom. Particular emphasis is on techniques for working online with at-risk students and students with special needs. Participants develop appropriate instruction and assessments to determine individual student achievement and mastery.</td>
</tr>
<tr>
<td>ONL 504</td>
<td>Assessment in the Online Classroom</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares participants to assess online students effectively. Participants explore how to guide instruction using technology-driven assessment data and design authentic assessment instruments. Emphasis is placed on examining the validity and reliability of online assessment and learning to assess online teaching.</td>
</tr>
<tr>
<td>ONL 505</td>
<td>Cyberethics for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, participants study the risk factors for digital and ethical misconduct both inside and outside the classroom. Participants develop a better understanding of the role that technology plays in creating and heightening ethical dilemmas. The course provides participants with the tools to assess their personal risk for ethical misconduct and best practices for minimizing the likelihood of such misconduct.</td>
</tr>
<tr>
<td>ONL 506</td>
<td>K-12 Cybertraps: Strategies for Teaching Digital Citizenship</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, participants gain an understanding of the ways in which students are using technology today and the legal and professional risks that can arise from such use. Participants develop instructional strategies, curricular materials, and projects to guide student learning on issues of online behavior and digital citizenship. The course emphasizes the interplay between law and technology, and underscores the potential for students to become unwitting perpetrators. Strategies for minimizing the risk of student misconduct and educating parents are also covered.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>ONL 507</td>
<td>Digital Citizenship for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.</td>
</tr>
<tr>
<td>ONLINEWKSP</td>
<td>USING THE ONLINE COLLECTION</td>
<td>0</td>
<td>Non-College Specific</td>
<td>The is not an actual course. It is entered as a means of scheduling a non-academic activity.</td>
</tr>
<tr>
<td>OPS 350</td>
<td>OPERATIONS MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.</td>
</tr>
<tr>
<td>OPS 400</td>
<td>BUSINESS PROCESS MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School of Business</td>
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<td>OPS 405</td>
<td>ENTERPRISE RESOURCE MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.</td>
</tr>
<tr>
<td>OPS 415</td>
<td>SYSTEMS THINKING AND PERFORMANCE MEASUREMENT</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides an overview of systems thinking and information to measure and optimize an organization’s performance. Topics include introduction of systems 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.</td>
</tr>
<tr>
<td>OPS 420</td>
<td>OPERATIONS MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>School of Business</td>
<td>This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.</td>
</tr>
<tr>
<td>OPS 571</td>
<td>OPERATIONS MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>ORG 581</td>
<td>ORGANIZATIONAL DESIGN</td>
<td>School of Business</td>
<td>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 &amp; control, specialization &amp; coordination, intrapreneurship, and lateral organizations.</td>
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<tr>
<td>ORG 707</td>
<td>ADVANCED SYSTEMS THINKING</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>ORG 711</td>
<td>21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I</td>
<td>School of Advanced Studies</td>
<td>This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.</td>
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<tr>
<td>ORG 714</td>
<td>ORGANIZATIONAL THEORY AND DESIGN</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<td>Course Code</td>
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<td>School of Advanced Studies</td>
<td>Description</td>
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<tr>
<td>ORG 716</td>
<td>ORGANIZATIONAL THEORY AND DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.</td>
</tr>
<tr>
<td>ORG 721</td>
<td>21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.</td>
</tr>
<tr>
<td>ORG 722</td>
<td>ORGANIZATIONAL THEORY, PLANNING, AND CHANGE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course examines the structure of higher education organizations and the ways in which leaders manage these organizations through change. Learners will focus on the cultural aspects of educational organizations, the ways in which organizational strategies are designed and implemented, as well as the organizational contexts that affect structure and change.</td>
</tr>
<tr>
<td>ORG 726</td>
<td>THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students evaluate the relationships between technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.</td>
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<td>Course Code</td>
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<tr>
<td>ORG 727</td>
<td>ORGANIZATIONAL DIAGNOSIS AND INTERVENTION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>ORG 730</td>
<td>ORGANIZATION DEVELOPMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>OIENT 001</td>
<td>ORIENTATION</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program. Students will be introduced to the program's progression and degree completion requirements. Clinical expectations, including documentation and regulatory requirements, clinical placement processes, and explanation of clinical hour and program requirements will be discussed.</td>
</tr>
<tr>
<td>OIENT 002</td>
<td>ORIENTATION</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.</td>
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<tr>
<td>Course Code</td>
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<td>ORIENT 003</td>
<td>ORIENTATION</td>
<td>0</td>
<td>College of Health Sciences and Nursing</td>
<td>This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program’s Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.</td>
</tr>
<tr>
<td>PHL 310CA</td>
<td>CRITICAL THINKING ACROSS DISCIPLINES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.</td>
</tr>
<tr>
<td>PHL 320</td>
<td>CRITICAL THINKING AND DECISION MAKING IN BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.</td>
</tr>
<tr>
<td>PHL 320T</td>
<td>CRITICAL THINKING AND DECISION MAKING IN BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>College</td>
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<tr>
<td>PHL 410</td>
<td>CLASSICAL LOGIC</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.</td>
</tr>
<tr>
<td>PHL 458</td>
<td>CREATIVE MINDS AND CRITICAL THINKING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PHL 713</td>
<td>PHILOSOPHY OF EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>PHL 716</td>
<td>KNOWLEDGE OF THEORY AND PRACTICE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course helps learners understand the purpose of inquiry and the wide spectrum of epistemological assumptions and values that underlie scholarly research and the definitions and uses of knowledge in the workplace. Learners clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge through an exploration of diverse theoretical approaches to the nature of knowledge and cognition and representative concrete examples of the application of epistemology to various professions, management theories, and fields of human endeavor.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>PHL 717</td>
<td>CONSTRUCTING MEANING</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>PHL 736</td>
<td>POLITICAL ACUMEN AND ETHICS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.</td>
</tr>
<tr>
<td>PHY 101</td>
<td>FUNDAMENTALS OF PHYSICS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.</td>
</tr>
<tr>
<td>PM 571</td>
<td>PROJECT MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>College</td>
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<tr>
<td>PM 582</td>
<td>PROJECT LEADERSHIP</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>PM 584</td>
<td>PROJECT RISK MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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 &amp; control, and proactive planning.</td>
</tr>
<tr>
<td>PM 586</td>
<td>PROJECT QUALITY MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>PM 598</td>
<td>PROJECT MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
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<td>Credit Hours</td>
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<tr>
<td>PMPDU 2000</td>
<td>PROJECT MANAGEMENT FUNDAMENTALS</td>
<td>24</td>
<td>School of Continuing Education</td>
<td>Foundational knowledge of the phases and elements of professional project management are important to the success of a project. Using the knowledge areas and process groups related to project management methodologies, the principles in the course align to the standards in the Project Management Institute, A Guide to the Project Management Body of Knowledge, (PMBOK Guide) - Fifth Edition, Project Management Institute, Inc., 2013. Students will gain an essential familiarity of the methodologies, principles and practices of project management. This course provides 24 contact hours in six 4-hour workshops.</td>
</tr>
<tr>
<td>PMPTP 2500</td>
<td>PROJECT MANAGEMENT PROFESSIONAL TEST-PREP</td>
<td>35</td>
<td>School of Continuing Education</td>
<td>Passing the Project Manager Professional (PMP) exam can be a challenging task. Having resources and a structured approach for exam preparation can help build confidence. This course is designed for students ready to sit for the PMP exam. In this test preparation course, students will assess their readiness to sit for the PMP exam then build a study plan to use when preparing for test day. Using the study plan as a guide, students will utilize a variety of study resources, including weekly readings, Practice quizzes, flashcards, mock exams, as well as other supplemental materials to address identified content gaps in the study plan. This course provides 35 professional development hours in five, 7-hour workshops.</td>
</tr>
<tr>
<td>POL 115</td>
<td>AMERICAN NATIONAL GOVERNMENT</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.</td>
</tr>
<tr>
<td>POL 215</td>
<td>STATE AND LOCAL POLITICAL PROCESSES</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political and public policy challenges.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>College of Information Systems and Technology</td>
<td>Description</td>
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<tr>
<td>POS 221</td>
<td>WINDOWS SERVER CONFIGURATIONS</td>
<td>3</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>POS 355</td>
<td>INTRODUCTION TO OPERATING SYSTEMS</td>
<td>3</td>
<td></td>
<td>This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.</td>
</tr>
<tr>
<td>POS 408</td>
<td>.NET I</td>
<td>3</td>
<td></td>
<td>This course introduces object-oriented programming in the context of business applications development. 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.</td>
</tr>
<tr>
<td>POS 409</td>
<td>.NET II</td>
<td>3</td>
<td></td>
<td>This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.</td>
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<tr>
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<tr>
<td>POS 410</td>
<td>SQL FOR BUSINESS</td>
<td>3</td>
<td></td>
<td>This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.</td>
</tr>
<tr>
<td>POS 433</td>
<td>UNIX NETWORKING</td>
<td>3</td>
<td></td>
<td>This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX system files, file systems and process, systems administration and security are also examined.</td>
</tr>
<tr>
<td>PRG 211</td>
<td>ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING</td>
<td>3</td>
<td></td>
<td>This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.</td>
</tr>
<tr>
<td>PRG 215</td>
<td>JAVA PROGRAMMING</td>
<td>3</td>
<td></td>
<td>Java has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java 2 Platform Development Kit, Standard Edition.</td>
</tr>
<tr>
<td>PRG 218</td>
<td>INTRODUCTION TO C/C++</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.</td>
</tr>
<tr>
<td>PRG 280</td>
<td>PROGRAMMING IN HTML5 WITH JAVASCRIPT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course provides students an introduction to HTML5 with JavaScript and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript.</td>
</tr>
<tr>
<td>PRG 281</td>
<td>WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course cover enhanced HTML5 concepts using CSS3 and JavaScript. This includes use of canvas and different HTML API, exposure to and Windows Event Listener creating and validating dynamic presentation slideshow that responds to mobile and desktop layouts enhancing web presentations using Audio and video features.</td>
</tr>
<tr>
<td>PRG 282</td>
<td>WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course covers developing web applications using HTML 5, CSS3, JQuery and JavaScript. This includes use of different advanced JavaScript API such as Drag-and-drop API, Web storage API, Geo-location API, Web socket API, Web SQL, and Document Object Model (DOM) components</td>
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<tr>
<td>PRG 410</td>
<td>C++ PROGRAMMING I</td>
<td>3</td>
<td></td>
<td>This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, sequential files, arrays, and C++ libraries.</td>
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<tr>
<td>PRG 420</td>
<td>JAVA PROGRAMMING I</td>
<td>3</td>
<td></td>
<td>This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.</td>
</tr>
<tr>
<td>PRG 421</td>
<td>JAVA PROGRAMMING II</td>
<td>3</td>
<td></td>
<td>This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications and the use of data files.</td>
</tr>
<tr>
<td>PSY 103</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
<td></td>
<td>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.</td>
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<tr>
<td>PSY 110</td>
<td>PSYCHOLOGY OF LEARNING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.</td>
</tr>
<tr>
<td>PSY 201</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.</td>
</tr>
<tr>
<td>PSY 203</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.</td>
</tr>
<tr>
<td>PSY 205</td>
<td>LIFE SPAN HUMAN DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course focuses on a historical view of human development leading to the current life span 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 life span.</td>
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<tr>
<td>PSY 205T</td>
<td>LIFE SPAN HUMAN DEVELOPMENT</td>
<td>3</td>
<td>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 life span.</td>
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<tr>
<td>PSY 215</td>
<td>CAREERS IN PSYCHOLOGY</td>
<td>3</td>
<td>This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.</td>
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<tr>
<td>PSY 220</td>
<td>POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME</td>
<td>3</td>
<td>How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be &quot;free&quot;? PSY/220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.</td>
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<tr>
<td>PSY 225</td>
<td>POSITIVE PSYCHOLOGY</td>
<td>3</td>
<td>How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be &quot;free&quot;? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.</td>
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<tr>
<td>PSY 230</td>
<td>THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.</td>
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<tr>
<td>PSY 240</td>
<td>THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.</td>
</tr>
<tr>
<td>PSY 245</td>
<td>SURVEY OF RESEARCH AND STATISTICS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.</td>
</tr>
<tr>
<td>PSY 250</td>
<td>PSYCHOLOGY OF PERSONALITY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is an introduction to the study of personality. An examination of classic theoretical explorations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.</td>
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<td>PSY 265</td>
<td>PSYCHOLOGY OF HUMAN SEXUALITY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.</td>
</tr>
<tr>
<td>PSY 270</td>
<td>ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.</td>
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<tr>
<td>PSY 275</td>
<td>INTRODUCTION TO ABNORMAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.</td>
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<tr>
<td>PSY 280</td>
<td>HUMAN GROWTH &amp; DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is a study of the development of the individuals 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.</td>
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<td>PSY 285</td>
<td>SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides a comprehensive introduction to the study of social psychology- how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.</td>
</tr>
<tr>
<td>PSY 300</td>
<td>GENERAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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</td>
</tr>
<tr>
<td>PSY 301</td>
<td>EMOTIONAL INTELLIGENCE</td>
<td>1</td>
<td>College of Social Sciences</td>
<td>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 in such a way as to maximize individual success in life as a functioning human being and member of society. 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.</td>
</tr>
<tr>
<td>PSY 305</td>
<td>PROFESSIONAL ORIENTATION IN PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.</td>
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<tr>
<td>PSY 310</td>
<td>HISTORY AND SYSTEMS IN PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSY 315</td>
<td>STATISTICAL REASONING IN PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSY 320</td>
<td>HUMAN MOTIVATION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.</td>
</tr>
<tr>
<td>PSY 335</td>
<td>RESEARCH METHODS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.</td>
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<tr>
<td>PSY 340</td>
<td>BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSY 345</td>
<td>SENSATION AND PERCEPTION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.</td>
</tr>
<tr>
<td>PSY 355</td>
<td>MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSY 360</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
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<tr>
<td>PSY 375</td>
<td>LIFE SPAN HUMAN DEVELOPMENT</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
<td>PSY 390</td>
<td>LEARNING AND COGNITION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.</td>
</tr>
<tr>
<td>PSY 400</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSY 405</td>
<td>THEORIES OF PERSONALITY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<td>Course Code</td>
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<td>PSY 410</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSY 420</td>
<td>THEORIES OF BEHAVIOR</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.</td>
</tr>
<tr>
<td>PSY 425</td>
<td>CHEMICAL DEPENDENCY IN THE WORKPLACE</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Using 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.</td>
</tr>
<tr>
<td>PSY 435</td>
<td>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<tr>
<td>PSY 450</td>
<td>DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY</td>
<td>3</td>
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<td>This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.</td>
</tr>
<tr>
<td>PSY 460</td>
<td>ENVIRONMENTAL PSYCHOLOGY</td>
<td>3</td>
<td></td>
<td>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.</td>
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<tr>
<td>PSY 475</td>
<td>PSYCHOLOGICAL TESTS AND MEASUREMENTS</td>
<td>3</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>PSY 480</td>
<td>ELEMENTS OF CLINICAL PSYCHOLOGY</td>
<td>3</td>
<td></td>
<td>This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.</td>
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<td>PSY 485</td>
<td>SERVICE LEARNING EXPERIENCE: PSYCHOLOGY IN THE COMMUNITY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>In this course, students will be required to complete a service learning project at a community organization. Examples of appropriate placements include but are not limited to homeless shelters, shelters for abuse survivors, outpatient mental health clinics, juvenile justice facilities, assisted living facilities and hospice centers. Students will learn about the practice of psychology in the community by shadowing qualified professionals, observing interventions, and investigating community services.</td>
</tr>
<tr>
<td>PSY 490</td>
<td>CAPSTONE COURSE IN PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSYCH 545</td>
<td>SURVEY OF PROFESSIONAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>PSYCH 555</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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.</td>
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<td>PSYCH 570</td>
<td>ORGANIZATIONAL PSYCHOLOGY</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>PSYCH 600</td>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
<td>3</td>
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<td>This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.</td>
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<tr>
<td>PSYCH 610</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>3</td>
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<td>This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.</td>
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<tr>
<td>PSYCH 620</td>
<td>MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY</td>
<td>3</td>
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<td>This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.</td>
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<td>PSYCH 625</td>
<td>STATISTICS FOR THE BEHAVIOR SCIENCES</td>
<td>3</td>
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<td>This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.</td>
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<tr>
<td>PSYCH 626</td>
<td>ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH</td>
<td>3</td>
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<td>This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of “unscientific” applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.</td>
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<tr>
<td>PSYCH 627</td>
<td>ILLNESS PREVENTION AND HEALTH PROMOTION</td>
<td>3</td>
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<td>This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.</td>
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<tr>
<td>PSYCH 628</td>
<td>EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH</td>
<td>3</td>
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<td>This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.</td>
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<td>PSYCH 629</td>
<td>INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</td>
<td>3</td>
<td>In this course, students will be introduced to the domains of the Industrial Organizational (I-O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I-O field of study. Students will gain an 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, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.</td>
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<td>PSYCH 630</td>
<td>PHYSIOLOGICAL PSYCHOLOGY</td>
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<td>College of Social Sciences</td>
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<td>PSYCH 635</td>
<td>PSYCHOLOGY OF LEARNING</td>
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<td>College of Social Sciences</td>
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<td>PSYCH 640</td>
<td>COGNITIVE PSYCHOLOGY</td>
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<td>College of Social Sciences</td>
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<td>PSYCH 642</td>
<td>PERSONNEL PSYCHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.</td>
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<tr>
<td>PSYCH 645</td>
<td>PERSONALITY THEORIES</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.</td>
</tr>
<tr>
<td>PSYCH 647</td>
<td>HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.</td>
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<tr>
<td>PSYCH 650</td>
<td>PSYCHOPATHOLOGY</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.</td>
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<td>PSYCH 655</td>
<td>PSYCHOMETRICS</td>
<td>3</td>
<td>This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.</td>
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<tr>
<td>PSYCH 658</td>
<td>WORK MOTIVATION AND JOB ATTITUDES</td>
<td>3</td>
<td>Students will evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.</td>
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<tr>
<td>PSYCH 660</td>
<td>ETHICS AND PROFESSIONAL ISSUES</td>
<td>3</td>
<td>This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.</td>
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<tr>
<td>PSYCH 665</td>
<td>INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT</td>
<td>3</td>
<td>This course will trace the historical progression of ideas and concepts in Psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.</td>
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<tr>
<td>PSYCH 670</td>
<td>MASTER'S THESIS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Only those students who have developed a detailed and manageable research proposal in PSYCH/665 may enroll in this course. During the course, the student will implement a small-scale or quantitative study, analyze the data and document the research in an APA style manuscript.</td>
</tr>
<tr>
<td>PSYCH 700</td>
<td>INTRODUCTION TO I/O</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This survey course introduces the domains of the Industrial Organizational (I-O) PhD program. The topics include an overview of the four primary domains of I-O psychology: 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; the unique contributions of I-O psychology to the broader scientific community; and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, with the goal of exposing students to the main issues influenced by I-O psychologists. Students will be engaged in academic writing and APA style.</td>
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<tr>
<td>PSYCH 701</td>
<td>HISTORY AND SYSTEMS OF PSYCHOLOGY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>PSYCH 702</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course covers the basic theoretical foundations and recurrent themes in social psychology (including attitudes, stereotyping, conformity, power, aggression, pro-social 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.</td>
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<td>PSYCH 703</td>
<td>PERSONALITY THEORIES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>PSYCH 704</td>
<td>CURRENT AND FUTURE TOPICS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 socio-economic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.</td>
</tr>
<tr>
<td>PSYCH 705</td>
<td>PERSONNEL PSYCHOLOGY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>PSYCH 706</td>
<td>HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In 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.</td>
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<td>PSYCH 707</td>
<td>LEADERSHIP THEORY AND MANAGEMENT THEORY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>PSYCH 708</td>
<td>WORK MOTIVATION AND JOB ATTITUDES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>PSYCH 709</td>
<td>ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I/O PSYCHOLOGY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>PSYCH 710</td>
<td>MASTER'S PROJECT</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<td>PSYCH 720R</td>
<td>DISSERTATION PROCESS</td>
<td>3</td>
<td>School of Advanced</td>
<td>Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.</td>
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<tr>
<td>PSYCH 740</td>
<td>JUDGMENT AND DECISION MAKING</td>
<td>3</td>
<td>School of Advanced</td>
<td>Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.</td>
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<tr>
<td>PSYCH 750</td>
<td>CONSULTING AND BUSINESS SKILLS</td>
<td>3</td>
<td>School of Advanced</td>
<td>This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.</td>
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<tr>
<td>PSYCH 760R</td>
<td>CONSULTING PROCESSES IN I/O</td>
<td>3</td>
<td>School of Advanced</td>
<td>The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.</td>
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<tr>
<td>PSYCH 770</td>
<td>ATTITUDE THEORY MEASUREMENT AND CHANGE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.</td>
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<tr>
<td>PSYCH 780</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.</td>
</tr>
<tr>
<td>PSYCH 790</td>
<td>INDEPENDENT STUDY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.</td>
</tr>
<tr>
<td>PSYCH 799</td>
<td>COMPREHENSIVE EXAM</td>
<td>1</td>
<td>School of Advanced Studies</td>
<td>The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.</td>
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<td>Code</td>
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<td>School of Business</td>
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<tr>
<td>QNT 275</td>
<td>STATISTICS FOR DECISION MAKING</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display qualitative and quantitative business data, interpret numerical business data using measures of central tendency and dispersion, apply fundamental concepts probability theory for inferential decision making for business, and perform a linear regression for trend analysis.</td>
</tr>
<tr>
<td>QNT 275T</td>
<td>STATISTICS FOR DECISION MAKING</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.</td>
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<tr>
<td>QNT 351</td>
<td>QUANTITATIVE ANALYSIS FOR BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.</td>
</tr>
<tr>
<td>QNT 561</td>
<td>APPLIED BUSINESS RESEARCH &amp; STATISTICS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>QRB 501</td>
<td>QUANTITATIVE REASONING FOR BUSINESS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>RDG 201CA</td>
<td>READING AND WRITING CONCEPTS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.</td>
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<tr>
<td>RDG 350</td>
<td>CHILDREN'S LITERATURE</td>
<td>3</td>
<td>College of Education</td>
<td>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 integrating the use of children's literature in all content areas will be examined.</td>
</tr>
<tr>
<td>RDG 351</td>
<td>EARLY CHILDHOOD LITERACY DEVELOPMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.</td>
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<tr>
<td>RDG 412</td>
<td>SCIENTIFICALLY BASED LITERACY INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>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 The Colorado Reading to Ensure Academic Development Act (2012) and state reading and 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 language arts are also emphasized.</td>
</tr>
<tr>
<td>RDG 415</td>
<td>DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>RDG 416</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on children's language and literacy development from birth to age 8. 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.</td>
</tr>
<tr>
<td>RDG 418</td>
<td>PHONOLOGICAL THEORY AND READING INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.</td>
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<td>RDG 420</td>
<td>ELEMENTARY METHODS - READING/LANGUAGE ARTS</td>
<td>3</td>
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<td>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.</td>
</tr>
<tr>
<td>RDG 420CA</td>
<td>ELEMENTARY METHODS: READING AND LANGUAGE ARTS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>RDG 420FE</td>
<td>READING FIELD EXPERIENCE</td>
<td>1</td>
<td>College of Education</td>
<td>Students will complete reading field experience activities.</td>
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<tr>
<td>RDG 500</td>
<td>SCIENTIFICALLY BASED READING INSTRUCTION</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
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<td>RDG 532</td>
<td>CURRICULUM CONSTRUCTS &amp; ASSTMT: ENGL LANG ARTS &amp; READING 4-8</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>RDG 535</td>
<td>DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>RDG 537</td>
<td>CURRICULUM CONST AND ASSTMT: READING AND LANGUAGE ARTS</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>RDG 537CA</td>
<td>CURRICULUM CONST AND ASSTMT: READING AND LANGUAGE ARTS</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>RDG 539</td>
<td>READING SKILLS AND PRACTICUM (K-8)</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of current instructional approaches and theories regarding the teaching of reading for K-8 classroom teachers. Participants examine literacy as it relates to emergent readers, struggling readers, and English language learners. The topics of decoding, vocabulary, fluency, and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.</td>
</tr>
<tr>
<td>RDG 540</td>
<td>READING SKILLS AND PRACTICUM (K-5)</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of current instructional approaches and theories regarding the teaching of reading for K-5 classroom teachers. Participants examine literacy as it relates to emergent readers and English language learners. The topics of decoding, vocabulary, fluency, and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.</td>
</tr>
<tr>
<td>RDG 541</td>
<td>READING SKILLS AND PRACTICUM (6-12)</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of current instructional approaches and theories regarding the teaching of reading for 6-12 classroom teachers. Participants examine literacy as it relates to struggling readers and English language learners. The topics of decoding, vocabulary, fluency, and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.</td>
</tr>
<tr>
<td>RDG 542</td>
<td>CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.</td>
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<tr>
<td>RDG 542CA</td>
<td>CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS</td>
<td>3</td>
<td>College of Education</td>
<td>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 in a single subject content area classroom, is incorporated into the course requirements.</td>
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<tr>
<td>RDG 556</td>
<td>ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates required guided clinical experience based on work with a student in a K-8 school setting.</td>
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<tr>
<td>RDG 558</td>
<td>SECONDARY CONTENT AREA LITERACY</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on implementing pedagogical theories, principles, and instructional strategies for comprehensive instruction of content-based literacy strategies 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. This course incorporates required guided field experience based on work in a single-subject content area classroom.</td>
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<td>RDG 570</td>
<td>CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<td>RDNG 500</td>
<td>Reading Methods: Primary</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.</td>
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<tr>
<td>RDNG 501</td>
<td>Reading Methods: Elementary</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.</td>
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<tr>
<td>RDNG 502</td>
<td>Reading Methods: Secondary</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.</td>
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<tr>
<td>RDNG 503</td>
<td>Diagnosis and Remediation</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.</td>
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<td>RDNG 504</td>
<td>Phonological Theory and Application</td>
<td>3</td>
<td>Education</td>
<td>This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students’ reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.</td>
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<tr>
<td>RDNG 505</td>
<td>Children’s Literature</td>
<td>3</td>
<td>Education</td>
<td>This course examines children’s literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children’s literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.</td>
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<tr>
<td>RDNG 506</td>
<td>Elementary Reading and Writing Strategies</td>
<td>3</td>
<td>Education</td>
<td>This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.</td>
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<tr>
<td>RDNG 507</td>
<td>Content Area Reading and Writing for Elementary</td>
<td>3</td>
<td>Education</td>
<td>This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children’s reading and writing in the content areas are also explored.</td>
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<td>RDNG 508</td>
<td>Adolescent Literature</td>
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<td>College of Education</td>
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<td>This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.</td>
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<tr>
<td>RDNG 509</td>
<td>Adolescent Reading and Writing Strategies</td>
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<td>College of Education</td>
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<td>This course covers current research on teaching reading and writing to students at the middle and secondary levels. Participants examine various comprehension strategies, technology lessons, and assessment techniques. The connection between reading and writing, and critical issues in reading and writing instruction for adolescents are also explored.</td>
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<tr>
<td>RDNG 510</td>
<td>Content Area Reading and Writing for Adolescents</td>
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<td>College of Education</td>
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<td>In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.</td>
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<td>RDNG 511</td>
<td>Reading Assessment</td>
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<td>College of Education</td>
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<td>This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.</td>
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<td>RDNG 512</td>
<td>Research Foundations of Language and Literacy</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides participants with foundational knowledge on the study of research and how it is applied to critical issues in the field of language and literacy. Participants examine research on developing and expanding literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.</td>
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<tr>
<td>RDNG 513</td>
<td>Teacher Leadership</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares participants to define, clarify, and reflect on their roles as educational leaders in diverse school communities. Participants explore leadership strategies for collaboration, coaching and mentoring, communication, and lifelong learning. Defining trends in teacher leadership, building a leadership supportive culture, and becoming a change agent are examined. Participants create a model for collaborating with school and community stakeholders to foster positive change in the school environment.</td>
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<tr>
<td>RDNG 514</td>
<td>CULTURALLY RESPONSIVE METHODS AND MATERIALS</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on reading and writing instructional methods for culturally and linguistically diverse learners and on selecting materials to support that instruction. Participants select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a plan for communicating selected instructional methods and materials to the community.</td>
</tr>
<tr>
<td>REL 133</td>
<td>WORLD RELIGIOUS TRADITIONS I</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.</td>
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<tr>
<td>REL 134</td>
<td>WORLD RELIGIOUS TRADITIONS II</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.</td>
</tr>
<tr>
<td>RES 351</td>
<td>BUSINESS RESEARCH</td>
<td>3</td>
<td>School of Business</td>
<td>This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.</td>
</tr>
<tr>
<td>RES 700</td>
<td>STATISTICS ENTRANCE ASSESSMENT</td>
<td>0</td>
<td>School of Advanced Studies</td>
<td>This statistics assessment, which is not credit-bearing, is a pass/fail course that can be used to demonstrate a foundation of educational exposure to research, statistics or quantitative reasoning, fulfilling the academic progression requirement.</td>
</tr>
<tr>
<td>RES 709</td>
<td>RESEARCH CONCEPTUALIZATION AND DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.</td>
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<td>Course Code</td>
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<tr>
<td>RES 710</td>
<td>STATISTICAL RESEARCH METHODS AND DESIGN I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course surveys a broad range of quantitative research methods to prepare learners to apply them to resolving a variety of researchable problems. Topics include an overview of descriptive and inferential statistics including nonparametric statistics.</td>
</tr>
<tr>
<td>RES 711</td>
<td>FUNDAMENTAL PRINCIPLES OF SOUND RESEARCH</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>RES/711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.</td>
</tr>
<tr>
<td>RES 713</td>
<td>STATISTICS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis 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 including multi-variant research designs.</td>
</tr>
<tr>
<td>RES 714</td>
<td>QUANTITATIVE METHODS AND STATISTICAL ANALYSES</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.</td>
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<tr>
<td>RES 715</td>
<td>QUALITATIVE METHODS</td>
<td>3</td>
<td>Advanced Studies</td>
<td>This course is designed to provide students with an overview of qualitative research approaches and the 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.</td>
</tr>
<tr>
<td>RES 720</td>
<td>STATISTICAL RESEARCH METHODS AND DESIGN II</td>
<td>3</td>
<td>Advanced Studies</td>
<td>The course builds on the student’s foundational knowledge in research methods and statistics. 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.</td>
</tr>
<tr>
<td>RES 722A</td>
<td>RESEARCH DESIGN</td>
<td>3</td>
<td>Advanced Studies</td>
<td>This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.</td>
</tr>
<tr>
<td>RES 723</td>
<td>ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN</td>
<td>3</td>
<td>Advanced Studies</td>
<td>The course builds on the foundational knowledge in research methods and statistics. 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.</td>
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<tr>
<td>RES 723A</td>
<td>ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Advanced Statistical Research Methods and Design was developed for advanced PhD in Higher Education Administration students. It provides information on paradigms of quantitative research and their application in higher education. This course builds on the students' foundational knowledge of quantitative methods and statistical analyses. Students will make connections between research and practice with a focus on statistical analysis and interpretation of data in the context of problems and practices found in higher education.</td>
</tr>
<tr>
<td>RES 724</td>
<td>QUALITATIVE METHODS AND DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.</td>
</tr>
<tr>
<td>RES 724A</td>
<td>QUALITATIVE METHODS AND DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Qualitative Methods and Design was developed for advanced PhD in Higher Education Administration students. The course builds on students' understanding of qualitative methods and various research designs. The purpose of the class is to discuss framing qualitative research questions, differences and applications for appropriate methodologies, and data collection and analysis within the context of higher education administration.</td>
</tr>
<tr>
<td>RES 725</td>
<td>DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.</td>
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<td>RES 726</td>
<td>CORRELATIONAL METHODS OF ANALYSIS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.</td>
</tr>
<tr>
<td>RES 727</td>
<td>APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.</td>
</tr>
<tr>
<td>RES 728</td>
<td>QUALITATIVE CASE STUDY</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.</td>
</tr>
<tr>
<td>RES 729</td>
<td>ETHNOMETHODOLOGY AND THE STUDY OF CULTURE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.</td>
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<td>RES 731</td>
<td>RESEARCH METHODS AND STATISTICS IN I/O (I)</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>RES 732</td>
<td>RESEARCH METHODS AND STATISTICS IN I/O (II)</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
</tr>
<tr>
<td>RES 733</td>
<td>CRITERION DEVELOPMENT, PERFORMANCE EVALUATION,</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>RES 741</td>
<td>TESTING AND MEASUREMENT</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test development and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed.</td>
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<th>Course Code</th>
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<th>Course Description</th>
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<tr>
<td>RES 745</td>
<td>GROUNDED THEORY METHODS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.</td>
</tr>
<tr>
<td>RES 746</td>
<td>MIXED METHODS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.</td>
</tr>
<tr>
<td>RES 750</td>
<td>APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.</td>
</tr>
<tr>
<td>RES 751</td>
<td>APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.</td>
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<tr>
<td>RES 752</td>
<td>RESEARCH CONSTRUCTS AND DESIGN</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the School of Advanced Studies Dissertation Criteria and Rating Scale.</td>
</tr>
<tr>
<td>RES 760</td>
<td>MEASUREMENT OF CONSTRUCTS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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 issues 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.</td>
</tr>
<tr>
<td>RES 765</td>
<td>MULTIVARIATE STATISTICS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.</td>
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<tr>
<td>RES 770</td>
<td>PSYCHOMETRICS</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>RES ARA1</td>
<td>ADVANCED RESEARCH ANALYSIS ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.</td>
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<tr>
<td>RES ARA2</td>
<td>ADVANCED RESEARCH ANALYSIS ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.</td>
</tr>
<tr>
<td>RES ARA3</td>
<td>ADVANCED RESEARCH ANALYSIS ELECTIVE</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>Placeholder for Advanced Research Analysis Elective in the CERT/D-RES 001 program.</td>
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<tr>
<td>REV 410</td>
<td>REVENUE MANAGEMENT STRATEGY AND IMPLEMENTATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course applies the advanced techniques and management skills necessary to elevate the performance of an organization through the role of a strategic revenue manager. Students will develop the skills necessary to implement strategies and understand the implications of their decisions on the hospitality organization. Through a case study approach, students will interpret revenue management opportunities and create impactful solutions with an action plan for implementation within a hospitality setting.</td>
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<tr>
<td>RHET 300</td>
<td>RHETORICAL THEORIES</td>
<td>3</td>
<td>Humanities and Sciences</td>
<td>This course examines major rhetorical theories and theorists from a range of cultures and periods.</td>
</tr>
<tr>
<td>RHET 470</td>
<td>STUDIES OF AMERICAN RHETORIC</td>
<td>3</td>
<td>Humanities and Sciences</td>
<td>This course examines American rhetoric from a variety of genres and a range of historical periods.</td>
</tr>
<tr>
<td>RHET 475</td>
<td>RHETORIC AND SOCIAL MEDIA</td>
<td>3</td>
<td>Humanities and Sciences</td>
<td>This course explores the use of rhetoric in contemporary social media.</td>
</tr>
<tr>
<td>RHM 410</td>
<td>THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS</td>
<td>3</td>
<td>Health Sciences and Nursing</td>
<td>This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.</td>
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<tr>
<td>RHM 420</td>
<td>THE MANAGEMENT OF RETAIL HEALTH CLINICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.</td>
</tr>
<tr>
<td>RHM 430</td>
<td>TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.</td>
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<tr>
<td>RHM 440</td>
<td>REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.</td>
</tr>
<tr>
<td>RHM 450</td>
<td>RETAIL HEALTH FINANCIAL STRATEGIES</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.</td>
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<tr>
<td>SCHC 505</td>
<td>HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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 school based situations, consider prevention strategies and assess potential interventions in the school context.</td>
</tr>
<tr>
<td>SCHC 506</td>
<td>SCHOOL COUNSELING THEORIES AND PERSONALITY MODELS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and also recognizing strategies and approaches likely to be most successful with a particular school population. Students have opportunities to establish a strong theoretical foundation as the basis of school practice and to evaluate and assess educational situations for implementation of therapeutic interventions that are gender and culturally appropriate.</td>
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<tr>
<td>SCHC 510</td>
<td>HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is designed for school counselors as a foundation for understanding diversity among the school age population 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.</td>
</tr>
<tr>
<td>SCHC 515</td>
<td>LEGAL AND ETHICAL ISSUES IN COUNSELING AND SCHOOLS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course covers the legal and ethical responsibilities of the counseling professional, particularly related to counseling in schools. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.</td>
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<tr>
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<td>SCHC 517</td>
<td>FOUNDATIONS OF SCHOOL COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces prospective school counselors to the history, services, settings, roles, and competencies of counselors in elementary and secondary schools in America. Pertinent laws and ethical standards will be explored. Important trends that will continue to influence school counseling programs will also be examined.</td>
</tr>
<tr>
<td>SCHC 519</td>
<td>DELIVERY OF SERVICES IN SCHOOL COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course is aligned with the national school counseling model by introducing the student to the delivery components of effective school counseling programs including the guidance curriculum, individual planning, responsive services and system support. Students will learn how these services are appropriately delivered at the different school levels from kindergarten through high school.</td>
</tr>
<tr>
<td>SCHC 525</td>
<td>INDIVIDUAL COUNSELING: CHILDREN AND ADOLESCENTS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides students with foundational professional skills in counseling, with a focus on individual counseling techniques with children and adolescents. Particular emphasis is given to the application of these skills in the school-based environment.</td>
</tr>
<tr>
<td>SCHC 537</td>
<td>RESEARCH AND DATA ANALYSIS IN SCHOOL COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include research methods, statistical analysis, needs assessment, program evaluation, and data driven research necessary in the school setting. Emphasis is placed on understanding connections between research design and data analysis related to school counseling.</td>
</tr>
<tr>
<td>SCHC 544</td>
<td>CLINICAL ASSESSMENT AND STUDENT EVALUATION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course introduces students to models and tools of assessment and evaluation necessary to work within a school environment. Students will have a basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the historical, ethical and legal issues regarding assessment. Administration, scoring and interpretation of standardized tests are described as well as the purposes of assessment in an educational counseling setting. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice in situations such as abuse and neglect, substance abuse, and suicide, as well as participating as a member of a multidisciplinary team for special education planning.</td>
</tr>
<tr>
<td>SCHC 554</td>
<td>GROUP COUNSELING: CHILDREN AND ADOLESCENTS</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.</td>
</tr>
<tr>
<td>SCHC 556</td>
<td>PORTFOLIO II</td>
<td>0</td>
<td>College of Social Sciences</td>
<td>Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Science in School 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.</td>
</tr>
<tr>
<td>SCHC 562</td>
<td>STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>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 schools, including the development of individual career life plans for students. 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 College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.</td>
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<tr>
<td>SCHC 571</td>
<td>SCHOOL COUNSELING ADMINISTRATION</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.</td>
</tr>
<tr>
<td>SCHC 592</td>
<td>PRACTICUM IN SCHOOL COUNSELING</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.</td>
</tr>
<tr>
<td>SCHC 592O</td>
<td>ORIENTATION TO SCHOOL COUNSELING PRACTICUM</td>
<td>0</td>
<td>College of Social Sciences</td>
<td>This course is an orientation to the practicum and internship.</td>
</tr>
<tr>
<td>SCHC 597A</td>
<td>SCHOOL COUNSELING INTERNSHIP A</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction of school counseling services under the direction and supervision of an approved school counselor.</td>
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<td>Course Code</td>
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<tr>
<td>SCHC 597B</td>
<td>SCHOOL COUNSELING INTERNSHIP B</td>
<td>3</td>
<td>College of Social Sciences</td>
<td>Counseling internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.</td>
</tr>
<tr>
<td>SCH-CN 501</td>
<td>School Counseling: Delivery of Services</td>
<td>3</td>
<td>College of Education</td>
<td>Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.</td>
</tr>
<tr>
<td>SCI 162</td>
<td>PRINCIPLES OF HEALTH AND WELLNESS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.</td>
</tr>
<tr>
<td>SCI 163</td>
<td>ELEMENTS OF HEALTH AND WELLNESS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
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<td>College of Humanities and Sciences</td>
<td>Description</td>
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<tr>
<td>SCI 163M</td>
<td>ELEMENTS OF HEALTH AND WELLNESS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>SCI 201</td>
<td>SURVEY OF ALTERNATIVE MEDICINE</td>
<td>1</td>
<td>College of Humanities and Sciences</td>
<td>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 will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.</td>
</tr>
<tr>
<td>SCI 209</td>
<td>OCEANOGRAPHY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>SCI 220</td>
<td>HUMAN NUTRITION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
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<tr>
<td>SCI 230</td>
<td>INTRODUCTION TO LIFE SCIENCE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces the student to scientific ideologies and concepts that not only shape our biological world, but also shape us as humans. Through a variety of comprehensive assessments and relevant discussions, students examine the scientific method, the dynamics of inheritance, and the affect humans have on the environment. Topics include the biology of cells, energy systems, and evolution.</td>
</tr>
<tr>
<td>SCI 241</td>
<td>NUTRITION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>SCI 241 introduces students to the world of human nutrition. Students examine the components included in a healthy, balanced diet, and develop strategies to meet their changing nutritional needs throughout the various stages of life. Specific topics for the course include: the digestion process, functions and health benefits of specific nutrients, weight management and fitness, and the effects of nutritional deficiencies.</td>
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<tr>
<td>SCI 250</td>
<td>MICROBIOLOGY</td>
<td>4</td>
<td>College of Humanities and Sciences</td>
<td>This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity and host-parasite relationships. Also, examples of how microorganism are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences.</td>
</tr>
<tr>
<td>SCI 256</td>
<td>PEOPLE, SCIENCE AND THE ENVIRONMENT</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.</td>
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<tr>
<td>SCI 275</td>
<td>ENVIRONMENTAL SCIENCE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course focuses on the causes, impacts, and solutions to environmental issues. Students will identify global environmental issues, as well as develop and critique environmental action plans. Topics addressed include ecosystems, energy, populations, resources, pollution, and sustainability.</td>
</tr>
<tr>
<td>SCI 362</td>
<td>ENVIRONMENTAL ISSUES AND ETHICS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 100</td>
<td>INTRODUCTION TO SECURITY MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Introduction to the basics of corporate security management, including the development, documentation, and implementation of policies and procedures for protecting corporate assets. Identifies security management procedures that support information classification, risk assessment, and risk analysis to identify threats, categorize assets, and rate system vulnerabilities. Course also introduces concepts that will be further developed in the next five courses.</td>
</tr>
<tr>
<td>SEC 110</td>
<td>INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM AND PATRIOT ACT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>An overview of the criminal justice system in the United States. Insights will be provided on the history, philosophy and social development of both federal and state criminal justice systems and the impact of the Patriot Act on these systems.</td>
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<th>Course Code</th>
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<tr>
<td>SEC 120</td>
<td>CORPORATE SECURITY ESSENTIALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Introduction to the systems and processes that identify and effectively mitigate activities that may threaten the resilience and continued survival of an enterprise. Overview of corporate activities that oversee and manage the close coordination of all functions within a company that are concerned with security, continuity and safety.</td>
</tr>
<tr>
<td>SEC 130</td>
<td>PRIVATE SECURITY ISSUES AND CONFLICTS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Introduction to private security guidelines that are essential to the success and safety of individuals and professional private policing organizations. Course also examines, through case study, examples of private security firm failures and successes.</td>
</tr>
<tr>
<td>SEC 140</td>
<td>INCIDENT COMMUNICATION PLANS AND SYSTEMS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Overview of plans that swiftly and effectively communicate incident details and subsequent response actions. Course also introduces concepts to pre-plan standardized methods and notification procedures that will allow companies to rapidly communicate in the event of a crisis condition. Course will establish that well planned communication procedures will streamline anticipated methods and assure messages are received promptly during a crisis situation.</td>
</tr>
<tr>
<td>SEC 150</td>
<td>INSIDER THREATS FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Course provides an overview of threats to an organization that come from people within the organization, such as employees, former employees, contractors or business associates, who have inside information concerning the organization’s security practices, data and computer systems. Insider threats may involve fraud, the theft of confidential or commercially valuable information, the theft of intellectual property, or the sabotage of computer systems, either directly or through indirect access.</td>
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<tr>
<td>SEC 200</td>
<td>EMERGENCY MANAGEMENT AND RESPONSE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Introduction to the development of an emergency response plan which includes conducting risk assessments to identify potential emergency scenarios. Course will provide insights on potential threats and the need to respond with appropriate resources. Course will also review actual corporate emergency plans that include building evacuation (&quot;fire drills&quot;), sheltering from severe weather such as tornadoes, &quot;shelter-in-place&quot; from an exterior airborne hazard such as a chemical release and lockdown procedures when confronted with an act of violence.</td>
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<tr>
<td>SEC 210</td>
<td>PHYSICAL ASSET PROTECTION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost-benefit analysis.</td>
</tr>
<tr>
<td>SEC 215</td>
<td>ORGANIZATIONAL SECURITY AND SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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 technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, interagency cooperation and loss prevention and risk management. In addition this course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations including corporate, academic, transportation, and government. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.</td>
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<tr>
<td>SEC 220</td>
<td>CRITICAL THINKING IN SECURITY MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Course addresses the development of critical thinking skills that facilitate improved security management decision making. Overview of the importance of developing critical and creative thinking skills and technologies in the 21st century.</td>
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<tr>
<td>SEC 230</td>
<td>HOMELAND SECURITY AND PUBLIC SAFETY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.</td>
</tr>
<tr>
<td>SEC 240</td>
<td>LOSS PREVENTION AND SUPPLY CHAIN SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally, this course provides an overview of situational crime prevention and crime risk management, and the stages necessary to designing an effective supply chain security program.</td>
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<tr>
<td>SEC 311</td>
<td>SECURITY MANAGEMENT FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course is an overview of the principles of security management and the consequences of failure to identify and 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, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.</td>
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<tr>
<td>SEC 319</td>
<td>COMPUTERS AND INFORMATION PROCESSING IN SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.</td>
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<tr>
<td>SEC 321</td>
<td>SURVEY OF SECURITY SPECIALIZATIONS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 331</td>
<td>INDUSTRIAL SAFETY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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 an investigation of work related accidents.</td>
</tr>
<tr>
<td>SEC 341</td>
<td>CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.</td>
</tr>
<tr>
<td>SEC 351</td>
<td>LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.</td>
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<td>Course Code</td>
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<tr>
<td>SEC 361</td>
<td>INTERPERSONAL COMMUNICATIONS</td>
<td>3</td>
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<td>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 nonverbal communication.</td>
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<tr>
<td>SEC 371</td>
<td>FINANCE AND BUDGETING PRACTICES</td>
<td>3</td>
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<td>This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.</td>
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<tr>
<td>SEC 382</td>
<td>SOCIAL RESPONSIBILITY AND LEADERSHIP</td>
<td>3</td>
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<td>This course presents analysis of historical concepts regarding leadership with a focus on social responsibility and leadership ethics associated with the security industry. The course examines techniques for leading individuals and teams and explores the concept and management of corporate and public social responsibility.</td>
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<tr>
<td>SEC 391</td>
<td>ORGANIZATIONAL BEHAVIOR AND MANAGEMENT</td>
<td>3</td>
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<td>This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.</td>
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<tr>
<td>SEC 392</td>
<td>LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of noncompliance for individuals and institutions.</td>
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<tr>
<td>SEC 401</td>
<td>THREAT AND VULNERABILITY MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.</td>
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<tr>
<td>SEC 411</td>
<td>PHYSICAL SECURITY</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Review of facilities physical security measures, including active and passive protection systems.</td>
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<tr>
<td>SEC 421</td>
<td>PERSONNEL SECURITY AND EXECUTIVE PROTECTION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>Review of personal security measures, including employee, general public and VIP protection systems and methods.</td>
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<tr>
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<tr>
<td>SEC 431</td>
<td>PRINCIPLES OF INVESTIGATION</td>
<td>3</td>
<td>College of Information Systems</td>
<td>Investigation of criminal activity, employment applicant backgrounds, and internal organizational security 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.</td>
</tr>
<tr>
<td>SEC 441</td>
<td>SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS</td>
<td>3</td>
<td>College of Information Systems</td>
<td>This course provides the student with an understanding of the security issues associated with computer network systems. The course also identifies security measures that are intended to protect the software, hardware, and data associated with computer systems and include practices that security professionals can employ to harden their organization's information systems against attack.</td>
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<tr>
<td>SEC 451</td>
<td>GLOBAL SECURITY ISSUES</td>
<td>3</td>
<td>College of Information Systems</td>
<td>Course provides an overview of the &quot;General Security Risk Assessment Guideline.&quot; Also addresses global socioeconomic, political, and environmental issues. As well an introduction to the US State Department International Traffic in Arms Regulation (ITAR) and the US Commerce Department Export Administrative Regulations (EAR) on global business operations.</td>
</tr>
<tr>
<td>SEC 452</td>
<td>PERSONAL SECURITY</td>
<td>3</td>
<td>College of Information Systems</td>
<td>This course provides students with an understanding of the procedures, techniques and technology associated with protecting executives, employees, customers and the general public from intentional harm, accidents, and naturally occurring emergencies.</td>
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<td>Course Code</td>
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<tr>
<td>SEC 461</td>
<td>TERRORISM</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts. Additionally, students learn how to assess terrorist risks as they relate to the private sector and how to prepare for and handle the incident and business continuity planning for recovery.</td>
</tr>
<tr>
<td>SEC 471</td>
<td>CRITICAL INCIDENT MANAGEMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning and recovery, as well as inter-agency coordination and response.</td>
</tr>
<tr>
<td>SEC 489</td>
<td>IMPLEMENTATION OF SECURITY SYSTEM MEASURES</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.</td>
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<tr>
<td>Course Code</td>
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<td>College of Information Systems and Technology</td>
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<tr>
<td>SEC 490</td>
<td>PHYSICAL SECURITY OPERATIONS CAPSTONE</td>
<td>3</td>
<td></td>
<td>In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.</td>
</tr>
<tr>
<td>SEC 491</td>
<td>ENTERPRISE SECURITY ADMINISTRATION CAPSTONE</td>
<td>3</td>
<td></td>
<td>This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.</td>
</tr>
<tr>
<td>SEC 508</td>
<td>MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION</td>
<td>3</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>SEC 508CA</td>
<td>MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION</td>
<td>3</td>
<td></td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>SEC 532</td>
<td>SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.</td>
</tr>
<tr>
<td>SEC 533</td>
<td>INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.</td>
</tr>
<tr>
<td>SEC 534</td>
<td>READING IN THE CONTENT AREA</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.</td>
</tr>
<tr>
<td>SEC 535</td>
<td>ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the application of basic instructional methods to the content area of English and Language Arts in middle and high school settings. Teacher candidates identify the educational needs students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. The course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.</td>
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<td>Course Code</td>
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<td>SEC 536</td>
<td>SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.</td>
</tr>
<tr>
<td>SEC 537</td>
<td>SECONDARY CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students’ varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.</td>
</tr>
<tr>
<td>SEC 538</td>
<td>MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.</td>
</tr>
<tr>
<td>SEC 539</td>
<td>PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Candidates identify the educational needs of secondary students by analyzing current instructional theory and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.</td>
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<td>SEC 540</td>
<td>SCIENCE CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.</td>
</tr>
<tr>
<td>SEC 541</td>
<td>VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates 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 influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.</td>
</tr>
<tr>
<td>SEC 545</td>
<td>SECONDARY STUDENT TEACHING</td>
<td>3</td>
<td>College of Education</td>
<td>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 decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.</td>
</tr>
<tr>
<td>SEC 583</td>
<td>SECONDARY CLINICAL PRACTICE</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and all respective tasks of the teacher performance assessment.</td>
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<tr>
<td>SEC 586</td>
<td><strong>SECONDARY CLINICAL PRACTICE A</strong> 3 College of Education This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.</td>
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<tr>
<td>SEC 587</td>
<td><strong>SECONDARY CLINICAL PRACTICE B</strong> 3 College of Education This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.</td>
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<td>SEC 590</td>
<td><strong>SECONDARY STUDENT TEACHING PART A</strong> 4 College of Education This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.</td>
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<tr>
<td>SEC 595</td>
<td><strong>SECONDARY STUDENT TEACHING PART B</strong> 4 College of Education This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.</td>
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<td>SEC 596</td>
<td>SECONDARY STUDENT TEACHING</td>
<td>8</td>
<td>Education</td>
<td>This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.</td>
</tr>
<tr>
<td>SEC 598</td>
<td>SECONDARY STUDENT TEACHING: PART A</td>
<td>4</td>
<td>Education</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 599</td>
<td>SECONDARY STUDENT TEACHING: PART B</td>
<td>4</td>
<td>Education</td>
<td>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.</td>
</tr>
<tr>
<td>SEI 300</td>
<td>STRUCTURED ENGLISH IMMERSION</td>
<td>3</td>
<td>Education</td>
<td>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 ELL’s acquire English.</td>
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<td>Course Code</td>
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<tr>
<td>SEI 301</td>
<td>ADVANCED STRUCTURED ENGLISH IMMERSION METHODS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SEI 500</td>
<td>STRUCTURED ENGLISH IMMERSION</td>
<td>3</td>
<td>College of Education</td>
<td>This course will introduce students to the the concept of and methods for instructing in a Sheltered English environment. Students will study how a learner-centered approach to teaching can provide English Language Learners, as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL students acquire English. 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.</td>
</tr>
<tr>
<td>SEI 503</td>
<td>ADVANCED STRUCTURED ENGLISH IMMERSION METHODS</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SEI 505</td>
<td>Structured English Immersion</td>
<td>3</td>
<td>College of Education</td>
<td>This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English language learners (ELLs). It is designed to meet the standards set by the Arizona Department of Education. The course 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 English Language Proficiency (ELP) Standards to Arizona’s Academic Standards, and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), plus the use of alternative assessments, analysis of data, and the application of data to instruction, are integral in the course. A final project synthesizes the concepts and instructional strategies taught in the course.</td>
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<tr>
<td>SMH 591</td>
<td>CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainability.</td>
</tr>
<tr>
<td>SMH 593</td>
<td>THE ECONOMICS OF HEALTH CARE SUSTAINABILITY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost-benefit analysis of sustainable products, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.</td>
</tr>
<tr>
<td>SMH 596</td>
<td>ISSUES IN ENVIRONMENTAL SUSTAINABILITY</td>
<td>3</td>
<td>College of Health Sciences and Nursing</td>
<td>This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidenced based knowledge to support environmental sustainability.</td>
</tr>
<tr>
<td>SOC 100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Humanities and Sciences</td>
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<td>SOC 110</td>
<td>TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION</td>
<td>3</td>
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<td>This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.</td>
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<tr>
<td>SOC 262</td>
<td>CONTEMPORARY AMERICAN SOCIETY</td>
<td>3</td>
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<td>Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination and adaptation and conflict in diverse cultures.</td>
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<tr>
<td>SOC 315</td>
<td>CULTURAL DIVERSITY</td>
<td>3</td>
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<td>This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.</td>
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<tr>
<td>SOC 333</td>
<td>GENDERS IN SOCIETY</td>
<td>3</td>
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<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>SOC 335</td>
<td>THE PEOPLES AND CULTURES OF ASIA</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>SOC 337</td>
<td>CONTEMPORARY LATIN AMERICAN SOCIETY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.</td>
</tr>
<tr>
<td>SOC 338</td>
<td>THE AFRICAN AMERICAN EXPERIENCE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>SOC 721</td>
<td>SOCIAL, POLITICAL, &amp; ETHICAL ASPECTS OF HIGHER EDUCATION</td>
<td>3</td>
<td>School of Advanced Studies</td>
<td>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.</td>
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<tr>
<td>SPAN 110</td>
<td>CONVERSATIONAL SPANISH I</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>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.</td>
</tr>
<tr>
<td>SPAN 114</td>
<td>CONVERSATIONAL SPANISH II</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish 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.</td>
</tr>
<tr>
<td>SPAN 520</td>
<td>Spanish for Educators, Basic</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.</td>
</tr>
<tr>
<td>SPAN 521</td>
<td>Spanish for Educators, Intermediate</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Education</td>
<td>Description</td>
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<tr>
<td>SPE 300</td>
<td>ORIENTATION TO THE EXCEPTIONAL CHILD</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SPE 300CA</td>
<td>ORIENTATION TO THE EXCEPTIONAL CHILD</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SPE 300FE</td>
<td>SPECIAL EDUCATION FIELD EXPERIENCE</td>
<td>1</td>
<td>College of Education</td>
<td>Students will complete special education field experience activities.</td>
</tr>
<tr>
<td>SPE 512</td>
<td>SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION</td>
<td>3</td>
<td>College of Education</td>
<td>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 behavioral recommendations are discussed.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>College of Education</td>
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<tr>
<td>SPE 513</td>
<td>ORIENTATION TO THE EXCEPTIONAL CHILD</td>
<td>3</td>
<td>College of Education</td>
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<td>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.</td>
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<tr>
<td>SPE 514</td>
<td>SURVEY OF SPECIAL POPULATIONS</td>
<td>2</td>
<td>College of Education</td>
<td></td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>SPE 514CA</td>
<td>SURVEY OF SPECIAL POPULATIONS</td>
<td>2</td>
<td>College of Education</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SPE 544</td>
<td>CHARACTERISTICS OF EMOTIONAL &amp; BEHAVIORAL DISORDERS</td>
<td>3</td>
<td>College of Education</td>
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<td>This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, possible causes such as traumatic brain injury, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Education</td>
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<tr>
<td>SPE 556</td>
<td>CHARACTERISTICS OF PHYSICAL &amp; HEALTH DISABILITIES</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of the unique characteristics, learning styles, and challenges faced by individuals with physical and health disabilities, including students with traumatic brain injury, other health impairments, and sensory disorders. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special education services within the schools. Service delivery options, including self-contained placements and inclusion, and their impact on students will be analyzed. Instructional strategies, accommodations, adaptations, and curricular modifications will be explored.</td>
</tr>
<tr>
<td>SPE 557</td>
<td>COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SPE 558</td>
<td>TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SPE 559</td>
<td>CHARACTERISTICS OF LEARNING DISABILITIES</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>SPE 574</td>
<td>CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines issues related to the instruction of students with intellectual and developmental disabilities. Individuals with a traumatic brain injury will be considered among this population. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families of children with intellectual and developmental disabilities.</td>
</tr>
<tr>
<td>SPE 575</td>
<td>INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SPE 576</td>
<td>CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS</td>
<td>3</td>
<td>College of Education</td>
<td>This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides theoretical background and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of key issues related to inclusive instructional practices, adjust behavioral challenges, as well as foster communication and social-perceptual thinking skills.</td>
</tr>
<tr>
<td>SPE 577</td>
<td>SPECIAL EDUCATION STUDENT TEACHING</td>
<td>3</td>
<td>College of Education</td>
<td>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 decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>College of Education</td>
<td>Course Description</td>
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<td>SPE 578</td>
<td>MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE</td>
<td>3</td>
<td>College of Education</td>
<td>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.</td>
</tr>
<tr>
<td>SPE 584</td>
<td>LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on classroom management, instructional strategies, assessment, and augmentative and alternative technologies. Attention is given to the referral process, and available program or service delivery options.</td>
</tr>
<tr>
<td>SPE 591</td>
<td>CHARACTERISTICS OF EXCEPTIONALITIES</td>
<td>3</td>
<td>College of Education</td>
<td>This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.</td>
</tr>
<tr>
<td>SPE 594</td>
<td>SPECIAL EDUCATION STUDENT TEACHING: PART A</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>College of Education</td>
<td>Course Description</td>
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<tr>
<td>SPE 595</td>
<td>SPECIAL EDUCATION STUDENT TEACHING: PART B</td>
<td>4</td>
<td>College of Education</td>
<td>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.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Education</td>
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<td>SPED 532</td>
<td>Special Education Assessment</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner’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. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.</td>
</tr>
<tr>
<td>SPED 533</td>
<td>Mainstreaming and Inclusion</td>
<td>3</td>
<td>College of Education</td>
<td>The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.</td>
</tr>
<tr>
<td>SPED 534</td>
<td>Speech and Language Disorders</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.</td>
</tr>
<tr>
<td>SPED 535</td>
<td>Overview of Severe Disabilities</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Education</td>
<td>Description</td>
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<tr>
<td>SPED 536</td>
<td>Transition Planning for Adolescents with Disabilities</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the role of the special education teacher in transitioning 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. Participants learn skills and concepts in working with students with special needs, their families, and the community.</td>
</tr>
<tr>
<td>SPED 537</td>
<td>Mathematics Instruction for Special Education</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.</td>
</tr>
<tr>
<td>SPED 538</td>
<td>Special Education in Early Childhood</td>
<td>3</td>
<td>College of Education</td>
<td>This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.</td>
</tr>
<tr>
<td>SPED 560</td>
<td>TEACHING LEARNERS WITH DISABILITIES</td>
<td>1</td>
<td>College of Education</td>
<td>This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.</td>
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<td>Code</td>
<td>Description</td>
<td>Units</td>
<td>Level</td>
<td>Credit</td>
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<tr>
<td>SPKNGWKSP</td>
<td>BASIC PUBLIC SPEAKING/PRESENTATION SKILLS</td>
<td>0</td>
<td>Non-College Specific</td>
<td>This is not an actual course. It has been entered as a means to schedule a non-academic activity.</td>
</tr>
<tr>
<td>SSCEU 3350</td>
<td>LEAN SIX SIGMA GREEN BELT</td>
<td>8</td>
<td>School of Continuing Education</td>
<td>The Define, Measure, Analyze, Improve, and Control (DMAIC) model is the foundation of Six Sigma methodology. Lean Six Sigma incorporates the DMAIC model with lean methodologies used to streamline business processes. In this course, students will focus on the individual phases of the model, by exploring how each phase impacts the success of projects. In addition, students will learn how the project scope, process mapping, and change management play into the six sigma methodology, while applying lean concepts to reduce waste. 80 hours, 8 - weeks.</td>
</tr>
<tr>
<td>SSCEU 3400</td>
<td>LSS GREEN BELT: EXAMS</td>
<td>1</td>
<td>School of Continuing Education</td>
<td>The final course in LSS Green Belt Certificate Program (noncredit) is a collection of exams that measure the concepts covered in the program. There are four exams, Define, Measure, Analyze, and Improve and Control that align with the four courses in the program. The course provides 1 continuing education units over one 10-hour workshop.</td>
</tr>
<tr>
<td>STATSWKSP</td>
<td>STATISTICS WORKSHOP</td>
<td>0</td>
<td>Non-College Specific</td>
<td>Non-credit bearing course for Statistics Workshop offered at campus.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Type of Student</td>
<td>Description</td>
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<tr>
<td>STATWKS</td>
<td>OPEN STATISTICS LAB</td>
<td>0</td>
<td>Non-College Specific</td>
<td>Open lab for students seeking additional help in statistics.</td>
</tr>
<tr>
<td>STEAM 506</td>
<td>STEAM Education: Curriculum and Instruction</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.</td>
</tr>
<tr>
<td>STEAM 507</td>
<td>STEAM Education: Assessment Strategies</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores the assessment and evaluation of K-12 student learning outcomes in STEAM. The focus is on using a variety of assessments for evaluating integrated STEAM standards education. Various assessment types are compared for STEAM processes, products, and performances (content). Special consideration is given to both formative and summative assessments. Participants prepare STEAM assessments and tools for processes, products, and performances (content) in current classroom settings.</td>
</tr>
<tr>
<td>STEM 506</td>
<td>STEM: Curriculum and Instruction</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEM education. Special attention is given to STEM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, and the use of technology in the development of effective K-12 learning environments.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>STEM 507</td>
<td>STEM: Assessment Strategies</td>
<td>College of Education</td>
<td>3</td>
<td>This course explores the assessment and evaluation of K-12 student learning outcomes in STEM. The focus is on using multiple assessment tools and the construction of performance and project-based assessments. Participants examine a variety of data to inform instructional practice as well as evaluate the effectiveness of the assessment tools.</td>
</tr>
<tr>
<td>STEM 508</td>
<td>STEM: Critical Thinking</td>
<td>College of Education</td>
<td>3</td>
<td>This course provides participants with the skills to evaluate and use instructional methods, curricular materials, and resources for critical thinking development in STEM. Multiple perspectives of K-12 students in STEM-related content areas are explored. Participants examine instructional models to develop skills in identifying the needs of diverse students and selecting and adapting delivery methods to support critical thinking.</td>
</tr>
<tr>
<td>STR 581</td>
<td>STRATEGIC PLANNING &amp; IMPLEMENTATION</td>
<td>School of Business</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SUS 300</td>
<td>ENVIRONMENTAL SUSTAINABILITY</td>
<td>College of Humanities and Sciences</td>
<td>3</td>
<td>Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.</td>
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<tr>
<td>Course Code</td>
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<td>Credits</td>
<td>Department</td>
<td>Description</td>
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<tr>
<td>SUS 310</td>
<td>INDUSTRIAL ECOLOGY</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life-cycle assessment.</td>
</tr>
<tr>
<td>SUS 330</td>
<td>INTRODUCTION TO SUSTAINABLE AGRICULTURE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces principles in sustainable agriculture as it relates to environmental and socioeconomic issues. Students evaluate the environmental impact of conventional agriculture, and the solutions that sustainable agriculture provides. Students examine the principles and effectiveness of sustainable agriculture and its ability to meet the global demand for food. Upon completion of the course, students are able to analyze issues regarding sustainable agriculture and its effects on society and the environment.</td>
</tr>
<tr>
<td>SUS 350</td>
<td>GREEN BUILDING AND URBAN PLANNING</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.</td>
</tr>
<tr>
<td>SUS 370</td>
<td>SUSTAINABLE ECOSYSTEMS</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>SUS 380</td>
<td>SUSTAINABLE PLANNING AND LAND USE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.</td>
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<tr>
<td>SUS 385</td>
<td>SUSTAINABLE OCEAN USE</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.</td>
</tr>
<tr>
<td>TCH 501</td>
<td>Teaching Methods: Elementary Art</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.</td>
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<tr>
<td>TCH 502</td>
<td>Teaching Methods: Elementary Language Arts</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.</td>
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<tr>
<td>TCH 503</td>
<td>Teaching Methods: Elementary Mathematics</td>
<td>3</td>
<td>College of Education</td>
<td>This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.</td>
</tr>
<tr>
<td>TCH 504</td>
<td>Teaching Methods: Elementary Science</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.</td>
</tr>
<tr>
<td>TCH 505</td>
<td>Teaching Methods: Elementary Social Studies</td>
<td>3</td>
<td>College of Education</td>
<td>This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.</td>
</tr>
<tr>
<td>TCH 510</td>
<td>Secondary Teaching Methods</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.</td>
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<td>Course Code</td>
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<tr>
<td>TCH 511</td>
<td>Teaching Methods: Secondary Art</td>
<td>3</td>
<td>This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.</td>
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<tr>
<td>TCH 513</td>
<td>Teaching Methods: Secondary Mathematics</td>
<td>3</td>
<td>This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one’s teaching of mathematics.</td>
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<tr>
<td>TCH 514</td>
<td>Teaching Methods: Secondary Science</td>
<td>3</td>
<td>This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.</td>
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<tr>
<td>TCH 515</td>
<td>Teaching Methods: Secondary History/Social Studies</td>
<td>3</td>
<td>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.</td>
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<td>Code</td>
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<td>TCH 520</td>
<td>TEACHING METHODS</td>
<td>3</td>
<td>College of Education</td>
<td>This course focuses on general methodology to enhance student learning in today's diverse K-12 classrooms. Participants explore instructional planning, instructional strategies, and assessment. This course provides participants with the opportunity to develop and evaluate instructional materials and assessment strategies.</td>
</tr>
<tr>
<td>TCH 533</td>
<td>Teaching Methods: Mathematics Assessment</td>
<td>3</td>
<td>College of Education</td>
<td>This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.</td>
</tr>
<tr>
<td>TCH 543</td>
<td>Teaching Methods: Remedial Mathematics</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.</td>
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<tr>
<td>TECH 509</td>
<td>USING WEB TOOLS IN THE CLASSROOM</td>
<td>1</td>
<td>College of Education</td>
<td>This course introduces K-12 teachers to a variety of web tools that can be used to enhance instruction. The evolution of the Internet to an interactive tool for collaboration and information sharing is examined. Tools for collaborating and sharing as well as tools that can be used to enhance classroom management are explored. Participants design instructional activities that incorporate a variety of web tools to enhance learning.</td>
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<td>TECH 510</td>
<td>USING APPS IN THE CLASSROOM</td>
<td>1</td>
<td>College of Education</td>
<td>This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.</td>
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<tr>
<td>TECH 511</td>
<td>USING GOOGLE TOOLS IN THE CLASSROOM</td>
<td>1</td>
<td>College of Education</td>
<td>This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.</td>
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<tr>
<td>TECH 519</td>
<td>Using Social Media in the Classroom</td>
<td>2</td>
<td>College of Education</td>
<td>This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.</td>
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<tr>
<td>TECH 520</td>
<td>Multimedia for Educators</td>
<td>2</td>
<td>College of Education</td>
<td>In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.</td>
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<td>Course Code</td>
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<td>TECH 521</td>
<td>Presentation Technology for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>In this course, participants explore various presentation tools for creating effective presentations. Participants develop presentations and instructional materials to enhance their students' learning. The course emphasizes the integration of features such as animation, speaker notes, multimedia, charts, Web 2.0 tools, and the Internet. Presentation design and delivery best practices are also covered.</td>
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<tr>
<td>TECH 522</td>
<td>Technology Integration for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project-based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.</td>
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<tr>
<td>TECH 524</td>
<td>Technology Survival for Educators</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.</td>
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<tr>
<td>TECH 525</td>
<td>Becoming a Connected Educator</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.</td>
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<td>Course Code</td>
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<td>TESOL 570</td>
<td>Foundations of Instruction</td>
<td>3</td>
<td>College of Education</td>
<td>This course is designed to introduce participants to the history, law, and</td>
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<td>theory of education for English language learners. Participants identify</td>
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<td>effective instructional models and teaching practices that define aspects</td>
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<td>of multicultural education. Participants also develop programs, instruction,</td>
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<td>and materials for English language learners. Issues associated with the</td>
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<td>interdependent relationship between teaching and assessments are also</td>
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<td>addressed.</td>
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<tr>
<td>TESOL 571</td>
<td>Instructional Techniques and Methods</td>
<td>3</td>
<td>College of Education</td>
<td>This course prepares K-12 educators to use effective instructional</td>
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<td>techniques, methodology, and assessments for English language learners.</td>
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<td>Participants apply researched theory focusing on sheltered instruction,</td>
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<td>particularly the Sheltered Instruction Observation Protocol (SIOP) model.</td>
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<td>Differentiated instruction, lesson comprehension, special education, and</td>
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<td>parental involvement as related to English language learners are also</td>
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<td>explored.</td>
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<td>TESOL 572</td>
<td>Assessment</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides K-12 educators with a foundational understanding of</td>
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<td>assessment practices for English language learners. Participants examine</td>
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<td>the relationship between instruction and assessment, assessment</td>
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<td>techniques, progress reporting, content-area testing, and program</td>
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<td>interventions. Communication principles and the role of parents as related</td>
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<td>to assessment are also explored.</td>
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<tr>
<td>TESOL 573</td>
<td>Applied Linguistics</td>
<td>3</td>
<td>College of Education</td>
<td>This course introduces K-12 educators to the nature, structure, and</td>
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<td>acquisition of language. Participants study the first and second language</td>
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<td>acquisition process, the cultural implication of language and classroom</td>
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<td>instruction, the integration of theory and practices including assessment</td>
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<td>and phonology, morphology, and syntax of English. Participants apply</td>
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<td>linguistic theory through instructional methods to support the English</td>
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<td>language learner.</td>
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<td>Course Code</td>
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<td>Credits</td>
<td>College of Education</td>
<td>Description</td>
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<td>TESOL 574</td>
<td>Cross-Cultural Communication</td>
<td>3</td>
<td>College of Education</td>
<td>This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.</td>
</tr>
<tr>
<td>TESOL 575</td>
<td>Teaching Reading and Writing</td>
<td>3</td>
<td>College of Education</td>
<td>This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.</td>
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<td>TEST 105</td>
<td>Test Course Only 105</td>
<td>3.76</td>
<td>School of Continuing Education</td>
<td>Test Course Only 105</td>
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<td>TEST 106</td>
<td>Test Course Only</td>
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<td>School of Continuing Education</td>
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<tr>
<td>Code</td>
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<tr>
<td>TEST 107</td>
<td>TEST COURSE 23</td>
<td>4</td>
<td>School of Continuing Education</td>
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<tr>
<td>TEST 888</td>
<td>TEST TITLE</td>
<td>3</td>
<td>Non-College Specific</td>
<td>This course is a study in Java programming. It covers topics around Java building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle Certified Associate Java SE examination.</td>
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<tr>
<td>TEST 998</td>
<td>TEST COURSE 2</td>
<td>4</td>
<td>Non-College Specific</td>
<td></td>
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<tr>
<td>TIPSWKSP</td>
<td>STUDY GROUP TIPS AND TECHNIQUES</td>
<td>0</td>
<td>Non-College Specific</td>
<td>This is not an actual course. It is entered as a means to schedule a non-academic activity.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>School/Program</td>
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<td>TMGT 540</td>
<td>MANAGEMENT OF R&amp;D AND INNOVATION PROCESSES</td>
<td>3</td>
<td>School of Business</td>
<td>This course explores the role of Research &amp; Development (R&amp;D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.</td>
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<tr>
<td>TMGT 550</td>
<td>TECHNOLOGY TRANSFER IN THE GLOBAL ECONOMY</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces the student to the concept of multi-national 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.</td>
</tr>
<tr>
<td>TMGT 590</td>
<td>APPLICATIONS OF TECHNOLOGY MANAGEMENT</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
</tr>
<tr>
<td>TPA 001</td>
<td>SUBJECT SPECIFIC PEDAGOGY</td>
<td>1</td>
<td>College of Education</td>
<td>This course addresses California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.</td>
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<td>Course Code</td>
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<td>College of Education</td>
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<tr>
<td>TPA 002</td>
<td>DESIGNING INSTRUCTION</td>
<td>1</td>
<td>College of Education</td>
<td>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.</td>
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<tr>
<td>TPA 100</td>
<td>TPA PLANNING AND INSTRUCTION</td>
<td>1</td>
<td>College of Education</td>
<td>This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.</td>
</tr>
<tr>
<td>TPA 200</td>
<td>TPA INSTRUCTION AND ASSESSMENT</td>
<td>1</td>
<td>College of Education</td>
<td>This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.</td>
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<tr>
<td>TXTP 1065</td>
<td>TEXES TEST PREPARATION - SPECIAL EDUCATION EXAM</td>
<td>1</td>
<td>College of Education</td>
<td>This course is designed for students seeking teaching certification in the area of Special Education, as required by the Texas State Board of Education. Students will receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in: Domain I: Understanding Individuals with Disabilities and Evaluating Their Needs Domain II: Promoting Student Learning and Development Domain III: Promoting Student Achievement in English Language Arts and Reading and in Mathematics Domain IV: Foundations and Professional Roles and Responsibilities Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help prepare students for the exam.</td>
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<td>Course Code</td>
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<tr>
<td>TXTP 1075</td>
<td>TEXES TEST PREPARATION - PRINCIPAL EXAM</td>
<td>1</td>
<td>College of Education</td>
<td>This course is designed for students seeking teaching certification in the area of principal, as required by the Texas State Board of Education. Students will receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in: Domain I: School Community Leadership Domain II: Instructional Leadership Domain III: Administrative Leadership Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.</td>
</tr>
<tr>
<td>TXTP 1085</td>
<td>TEXES TEST PREPARATION - PPR EC-12</td>
<td>1</td>
<td>College of Education</td>
<td>This course is designed for participants seeking teaching certification in the area of Pedagogy and Professional Responsibility, as required by the Texas State Board of Education. Participants receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in the following domains: Domain I: Designing Instruction and Assessment to Promote Student Learning Domain II: Creating a Positive, Productive Classroom Environment Domain III: Implementing Effective, Responsive Instruction and Assessment Domain IV: Fufilling Professional Roles and Responsibilities Opportunities to take practice tests, to review test questions by analyzing both correct and incorrect answers, and to use the information gathered from analysis and practice assessments help students prepare for the exam.</td>
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<tr>
<td>TXTP 1115</td>
<td>TEXES TEST PREPARATION - CORE SUBJECTS 4-8 EXAM</td>
<td>1</td>
<td>College of Education</td>
<td>This course supports students seeking Texas State Board of Education certification in the area of Core Subjects 4-8. Participants learn test-taking strategies, stress reduction, and information required for the following domains of the TExES Core Subjects 4-8 exam: Subject Test - English Language Arts and Reading (806) Subject Test - Mathematics (807) Subject Test - Social Studies (808) Subject Test - Science (809) Participants take practice tests, review test questions, analyze correct and incorrect answers, and create plans to further prepare for the exam.</td>
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<tr>
<td>VCT 231</td>
<td>VIDEO COMMUNICATION FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces the tools and techniques used in video post-production. This includes examining post-production workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>College of Information Systems and Technology</td>
<td>Description</td>
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<td>VCT 236</td>
<td>INTRODUCTION TO IMAGE EDITING AND FORMATTING</td>
<td>3</td>
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<td>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, text design, retouching, and manipulation of graphic and photographic images.</td>
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<tr>
<td>VCT 241</td>
<td>ELECTRONIC PUBLISHING FUNDAMENTALS</td>
<td>3</td>
<td></td>
<td>This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.</td>
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<tr>
<td>VCT 251</td>
<td>GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS</td>
<td>3</td>
<td></td>
<td>This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.</td>
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<tr>
<td>VCT 305</td>
<td>DIGITAL DESIGN</td>
<td>3</td>
<td></td>
<td>This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various Medias including print, video, web, and mobile platforms.</td>
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<tr>
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<td>Course Title</td>
<td>College of Information Systems and Technology</td>
<td>Description</td>
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<tr>
<td>VCT 330</td>
<td>IMAGE EDITING WITH PHOTOSHOP</td>
<td></td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop CS6 certification exam. Topics include: Photoshop fundamentals; using Adobe Bridge; using Camera Raw; editing images; use of selections, layers and adjustments; working with video; and outputting for web, print and mobile.</td>
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<tr>
<td>VCT 340</td>
<td>WEB DESIGN WITH DREAMWEaver</td>
<td></td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Dreamweaver CS6 certification exam. Topics include: Dreamweaver fundamentals - navigating the workspace, defining and creating a website; page layout, handling links and formatting text; integrating rich media; using templates and writing HTML and CSS code; and launching to the web and to mobile.</td>
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<tr>
<td>VCT 360</td>
<td>ELECTRONIC PUBLISHING WITH INDESIGN</td>
<td></td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CS6 certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.</td>
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<tr>
<td>VCT 390</td>
<td>VIDEO COMMUNICATIONS WITH PREMIERE PRO</td>
<td></td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>Department</td>
<td>Description</td>
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<td>VTC 420</td>
<td>MULTIMEDIA DEVELOPMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
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<tr>
<td>WEB 240</td>
<td>WEB DESIGN FUNDAMENTALS</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include HTML5, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.</td>
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<tr>
<td>WEB 401</td>
<td>WEB DEVELOPMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.</td>
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<tr>
<td>WEB 407</td>
<td>ADVANCED WEB DEVELOPMENT</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>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.</td>
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<td>College of Study</td>
<td>Description</td>
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<td>WEB 436</td>
<td>MOBILE COMMERCE</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics and emerging technologies.</td>
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<tr>
<td>WEB 437</td>
<td>WEB COMMERCIALIZATION</td>
<td>3</td>
<td>College of Information Systems and Technology</td>
<td>This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include strategy and e-commerce planning, online supply chain management, e-commerce tools and techniques, marketing strategies, customer experience and service, and search engine optimization.</td>
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<tr>
<td>WRIT 310</td>
<td>CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.</td>
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<tr>
<td>WRIT 320</td>
<td>ADVANCED COMPOSITION FOR THE ENGLISH MAJOR</td>
<td>3</td>
<td>College of Humanities and Sciences</td>
<td>This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.</td>
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<td>Credits</td>
<td>Description</td>
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<tr>
<td>WRIT 350</td>
<td>WRITING FOR SOCIAL MEDIA</td>
<td>College of Humanities and Sciences</td>
<td>3</td>
<td>This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.</td>
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<tr>
<td>WRITELAB</td>
<td>WRITING LAB</td>
<td>Non-College Specific</td>
<td>0</td>
<td></td>
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<tr>
<td>XCOM 100</td>
<td>INTRODUCTION TO COMMUNICATION</td>
<td>School of Business</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>XCOM 200</td>
<td>FOUNDATIONS OF INTERPERSONAL COMMUNICATION</td>
<td>School of Business</td>
<td>3</td>
<td>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.</td>
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<tr>
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<td>Credits</td>
<td>School of Business</td>
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<td>XCOM 225</td>
<td>FOUNDATIONS OF MASS COMMUNICATIONS</td>
<td>3</td>
<td>School of Business</td>
<td>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.</td>
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<tr>
<td>XCOM 285</td>
<td>ESSENTIALS OF MANAGERIAL COMMUNICATION</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.</td>
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<tr>
<td>XECO 212</td>
<td>PRINCIPLES OF ECONOMICS</td>
<td>3</td>
<td>School of Business</td>
<td>This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.</td>
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<tr>
<td>XMGT 216</td>
<td>ORGANIZATIONAL ETHICS AND SOCIAL RESPONSIBILITY</td>
<td>3</td>
<td>School of Business</td>
<td>This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the interrelated nature of ethics, moral, legal, and social issues in managing individuals, groups, and the organization within a business environment.</td>
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</tbody>
</table>