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

Dr. John G. Sperling
Founder and
Chairman of the
Board
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Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

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Annual Security Report Notice

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

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

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

Sperling’s research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University’s mission, purpose, and strategies.

As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University’s teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

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

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

Ownership Information

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

Mission

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

Purposes

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

**Academic Programs**

**Regional Accreditation**

University of Phoenix is regionally accredited by The Higher Learning Commission and is a member of the North Central Association.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
http://www.ncahlc.org

**Program Accreditation**

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

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

**College of Nursing and Nursing Programs**

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

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791
http://www.aacn.nche.edu/accreditation/

**College of Education and Education Programs**

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

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

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

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

**College of Social Sciences and Counseling Programs**

The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Tucson, AZ campuses) and the Master of Science in Counseling Program in Mental Health Counseling (Salt Lake City, UT campuses) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990
http://www.cacrep.org

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the Association of American Colleges, the American Association of Colleges of Education, the College and University Personnel Association, the Council for Accreditation of Counseling and Related Educational Programs, the Council for Curricular Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, the National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, the Association of International Educators, the National Association of Veteran’s Program Administrators, the Service Members Opportunity College, and the Defense Activity for Non-Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

**Undergraduate Programs**

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

Enrollment and Student Profile

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

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

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

University Library

The University of Phoenix Approach to Library Services

As busy working professionals, our students and faculty members know how difficult it can be to travel to a distant library and match their schedules to library building hours. To accommodate student and faculty needs, University of Phoenix offers its library services online. This online distribution of information is well suited to the needs of today’s “knowledge workers” and offers a functional version of the types of information systems University of Phoenix students and faculty will be expected to use throughout their careers.

The core of our library web site is the University Library, a collection of resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our University Library, the library maintains selected links to other worthwhile sites on the web and provides user education and research assistance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members at all University of Phoenix learning centers and in our distance education programs. Instead of encountering disparities in library resources between large and small learning centers and between on-campus and online students, University of Phoenix library patrons enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

University of Phoenix provides a comprehensive digital library for students at all locations. For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

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

Getting Started with the University Library

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

• Visit the student and faculty website https://ecampus.phoenix.edu/. This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services.

• After logging into the student and faculty website, select the “Library” tab and then the University Library link to enter the University Library.

• Select an appropriate resource and begin research.

Electronic Reserve Readings

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

Additional Resources for Help

• The Library Handbook includes detailed information and helpful tips on conducting research.

• Ask a Librarian is a service found in the University Library that allows users to direct specific reference or research strategy questions to University Library staff.

• Request a Specific Document is a service found in the University Library that allows users to request a document or book that is not available in the University Library. Specific timelines and rules apply to this service.

• Complete Research Tutorial is a feature in the University Library that allows users to learn research skills by participating in an interactive web-based research activity.

• Choose Resources by Subject on the homepage of the University Library website contains overviews of research recommendations for specific subject areas.

• Search FAQs on the homepage of the University Library contains a searchable form to obtain answers to ‘Frequently Asked Questions’ received by the library.

How to Contact the University Library

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

International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.
Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library’s resources by clicking the View All Resources Alphabetically link on the University Library homepage.
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 students in the bachelor and master degree programs. Students pursuing an associate degree at the Online Campus (excluding AACR & AAPF) are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

**Collaboration**

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

**Emphasis on Application and Relevance**

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

**University-Wide Learning Goals**

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

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

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

**Curriculum**

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

**Convenience of Time and Place**

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

**Access**

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

**Program Format**

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduates meet for five weeks. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University’s low student/faculty ratio and class size that averages 13-15 students facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time.
This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

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

**Learning Teams**

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

All students enrolled in degree programs and/or designated certificate programs using the learning team model must meet learning team attendance policies.

Learning teams are required to meet weekly. Teams may meet in-person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums.

Students must indicate their participation in the learning team meetings and/or assignment deliverables. Online students must indicate their participation by posting each week in the learning team forum. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus.

**Faculty**

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

**Student Technology Recommendations and Competencies**

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, School of Business, College of Education, College of Information Systems and Technology, Colleges of Arts and Sciences, College of Nursing, College Extension, and the School of Continuing Education. To that end, students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses/programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis.

Some courses in the College of Information Systems and Technology may require additional software.

**Technology Recommendations**

**Hardware & Peripherals**

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

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

**Software/Applications**

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

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

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

**University of Phoenix Provided Access**

(Provided via virtual student desktop for specific courses)

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

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

For the Master of Science in Nursing / Family Nurse Practitioner and the Post Masters Family Nurse Practitioner programs, the University requires the following:

- Handheld computing devices (i.e. PDA, PPC, SmartPhone, Ipad)

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

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

Technology Competencies

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

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

Online Learning System

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

- Register for classes
- Pay their tuition
- Order their books
- Meet with a representative
- Obtain their grades
- Request transcripts and more

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

Distance Education

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

FlexNet®

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

Group-Based Online Education

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

Structure

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

Process

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

Key Features of the Group-Based Online Program

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

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

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

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

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

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

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

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

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

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

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

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

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

2011-2012 Southern Colorado Holiday Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>4th of July</td>
<td>July 4, 2011</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 24, 2011 - November 26, 2011</td>
</tr>
</tbody>
</table>

*This is considered an institutionally scheduled break.

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

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

Concurrent Enrollment
Because of the intensive nature of the University’s courses, students are not encouraged to concurrently enroll in courses at the University of Phoenix or to enroll in courses at other institutions while enrolled in University courses. However, students are given the opportunity to concurrently enroll in a limited number of courses. Under no circumstances may an associate degree student enrolled at the Online Campus (excluding AACR & AAPF) be concurrently enrolled in more than three (3) courses at any given time.

Concurrent enrollment in a third course is prohibited for new students in the first two blocks. Enrollment is considered from the start date of any course through the end date of the course. Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence. Under no circumstances may an undergraduate or graduate student be concurrently enrolled in more than two (2) courses at any given time. Concurrent enrollment is prohibited for new students in the first two courses of any University of Phoenix program. Enrollment is considered from the start date of any course through the end date of the course. Under no circumstances may BSN clinical nursing courses be taken concurrently with any other courses. Courses taken concurrently with other institutions will not be limited.

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

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

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

- Students must complete an application for each program. (Another application fee is not required).
- Only one degree in a specific discipline may be earned. In most cases additional MAED degrees may be earned due to the unique specializations. Students may not earn both an MAED/TED-E & MAED/TED-S.
- The required course of study for each program must be completed as approved by the University. Residency must be met for each degree. Graduate students must complete a minimum of 18 credits toward an additional degree as outlined by each College. Undergraduate students must complete a minimum of 30 credits of the additional degree’s required course of study in order to meet residency. A student holding one University of Phoenix undergraduate degree may earn a different degree by applying the credits earned from the first degree toward the additional degree; however, students must still meet all additional residency requirements (30 credits), along with the general education and minimum credit requirements in effect for the additional degree at the time of enrollment.
- Students must successfully complete any project required for each program.
- A diploma application must be completed for each program. Students may earn only one certificate per program.
Maximum Credit Load

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

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

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

Course Credits

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

Student Identification Numbers

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

Name and Social Security Number Changes

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

Duplication of Credit

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

Course Audit Policy

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

The Online campus does not allow external auditing due to the unique nature of an Online classroom environment.

Re-Entry Students

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

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

Transfer of Credit

Academic credit earned for courses appearing on an official transcript from an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University. Program specific transfer requirements see individual program descriptions as additional conditions may apply for the transfer of credit towards specific program degree requirements. Transfer credit will be evaluated according to University policies and accepted subject to the approval of the University’s Central Office of Admissions & Evaluation.

Graduate level coursework from institutions that hold accreditation through the American Bar Association or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that are not from a Graduate level program (i.e. JD, LLB, LLM) will not be accepted. Paralegal degrees are not considered Graduate level programs.

Transfer credits that are based on a different unit of credit or calendar system than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only course evaluations performed by the University’s Central Office of Admissions & Evaluation or Prior Learning Assessment division are final. Any preliminary reviews by campus personnel are unofficial and not binding, and subject to change.

The acceptable regional accreditation bodies are:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- Higher Learning Commission of North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

The acceptable national accreditation bodies are:

- Association of Biblical Higher Education (formerly Accrediting Associate of Bible Colleges)
- American Academy of Liberal Arts
- Association of Advanced Rabbinical and Talmudic Schools
- Accrediting Council for Independent Colleges and Schools
- Accrediting Bureau of Health Education Schools
- Accrediting Commission of Career Schools and Colleges
- Association of Theological Schools
- Council on Occupational Education
- Distance Education and Training Council
- Transnational Association of Christian Colleges and Schools
- National Accrediting Commission of Cosmetology Arts & Science
- Accrediting Council for Continuing Education and Training
A maximum of 30 credits may also be awarded for the successful completion of exams from approved national testing programs (CLEP, Excelsior, Berlitz, NLN, AP, DLPT, College Level GED, and DANTES) according to University policy except where prescribed otherwise for limitations of nontraditional credits under state statutes.

For a description of the type and amount of credit that can be applied toward an undergraduate degree, see individual program descriptions. Students will have up to 90 days from notification of Transfer Credit decisions to submit an appeal with the Student Appeals Center.

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

Students transferring from Meritus University will have earned credit totals for Prior Learning and Canadian Forces credit assessments honored at University of Phoenix. Applicability of assessed credits in transfer for Meritus University students will still be defined by the program requirements of the chosen program that the student is entering at University of Phoenix.

**Nondiscrimination Policy**

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

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

**Discrimination Procedures:**

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

**Harassment Policy**

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

- Unwelcome or unwanted sexual advances,
- Requests for sexual favors,
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests,
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
- Offensive verbal conduct, including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
- The display of sexually offensive pictures, posters, illustrations, or objects,
• Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, sexual orientation, gender identity or disability. Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Procedures

1. Students, faculty or staff alleging harassment must present their grievance within six weeks.
   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-5401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee.
      i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of harassment and the alleged actions.
      ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
         • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
         • If the accusation is against a student then the Student Code of Conduct procedures apply.
         • If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.
      iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.
      iv. Timeframe for Conducting Title IX complaints:
         • Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
         • Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
         • Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.
   b. All other harassment claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
      i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
      ii. If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
         • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
         • If the accusation is against a student then the Student Code of Conduct procedures apply.

• If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.
   iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.

Disability Services

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

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

Obtain Information

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

Acceptable Use of University Computing and Communication Resources

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

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

General Requirements of Users

Users of University computing and communication resources must:

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

**Intellectual Property**

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor. Explicitly:

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

**Privacy & Security**

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

**Monitoring**

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

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

**Restriction of Access to Computing and Communication Resources**

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

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

- Conditions for Permitting Inspection, Monitoring, or Disclosure

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

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

**Confidentiality**

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

**Responsibility to Inform User of Unauthorized Access or Disclosure**

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

**Violations and Enforcement**

**Reporting Violations**

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

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

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

**Response to a Reported Violation**

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

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

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

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

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

Violation Examples

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

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

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

Student Financial Aid Consumer Information

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

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

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

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

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

Access to Education Records

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

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

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

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

Releasable Information - Directory

In compliance with FERPA, a University designated representative without prior written or authorized electronic consent of the student can release the following education record information, provided the student does not have a FERPA Hold Request Form on record.
- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status, including full-time and withdrawn
- Most recent previous institutions attended and degree or degrees earned
- Grade level, specifically freshman, sophomore, junior or senior
- Photographs
- Honors and awards received
- Participation in officially recognized activities

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

To remove a FERPA hold request, the student must complete and submit a FERPA Hold Release Form to the Registrar’s Office.
To remove previously authorized parties from record, the student completes and submits a FERPA Rescind Form listing all parties to whom information should no longer be released.

Information Not Released - Non-Directory

In compliance with FERPA, the following student information must not be released by the University without prior written or authorized electronic consent of the student, a judicial order, or a lawfully issued subpoena. The student’s signature on the written requests shall be verified before acting upon the request.
- Place of birth*
- Month and day of birth*
The University can release information to school officials with legitimate electronic consent from the student, for example, power of attorney, etc. Release Form on file unless the third party meets one of the definitions not released via telephone or in-person. Electronic consent including a security word. If the student does not telephone or in-person if the student has provided written or authorized a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Group, Netnet Scholarship Management, Atpius, Protviti, ACS, ECMC Solutions, National Student Clearinghouse, Paradigm, Inc., Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, Inside Track, collection agencies (ICS, ARS, States Recovery, FMS, Account Control Technology-ACT, Avante USA, Capital Management Systems, FCBS, NARS Call Center Solutions, National Enterprise Systems, Northland Group, Penta Group, Redline Recovery, Tate and Kirlin, and Windham Professionals) and other services.

- Social Security Number, 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, for example, academic suspension, probation, disqualification, or academic dishonesty charges.
- Admission information including test scores or entry grade point averages.
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*
- Citizenship*
- Country of origin*

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

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

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

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

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

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

A school official has a legitimate educational interest if:

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

The University can disclose personally identifiable information, directory, and non-directory, without student consent if the disclosure meets one of the following conditions:

• This disclosure is to other school officials whom the University determines have legitimate educational interest.
• The disclosure is to officials of other schools where the student seeks or intends to enroll.
• The disclosure is, subject to requirements of 34 CFR §99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
• The disclosure is in connection with financial aid the student has applied for or received, if the information is necessary for such purposes as to determine the following:
  • Eligibility for aid
  • Amount of aid
  • Conditions for aid
  • Enforce terms and conditions of the aid

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

The University shall retain a record of student information disclosed to a third party if disclosure does not fall under a FERPA exception. This information is made on University computer system containing dates, names and reasons for release. Students shall have reasonable access to their educational records and may request to review and challenge the contents, which they feel to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. FERPA regulations require the University to comply with the students’ right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, University Services will respond to student’s requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to receive copies of or inspect.

**Student Right to Access**

Student wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by the Family Educational Rights and Privacy Act will be made available.

If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

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

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

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

**Procedure**

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

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

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

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

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

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

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

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

If the University decides the information is inaccurate or in violation of the student’s right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.
Students may not inspect and review the following absent a judicial order or legally issued subpoena:
- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student
  - Access is permitted only to that part of the record concerning the inquiring student
- Records of instructional, supervisory, administrative, and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied, for example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations, absent a judicial order or legally issued subpoena:
- Student has an unpaid financial obligation with the University.
- The University issues transcripts for students who have filed for bankruptcy.
- The University issues transcripts for students who have filed for bankruptcy provided University of Phoenix obtains a copy of the bankruptcy petition filed with the courts.

Students have the right to file a complaint with the FERPA office in Washington, D.C. Inquiries should be directed to:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3920

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

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

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

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes:
- University programs of study
- University degree completion dates and types of degrees earned
- Student's current enrollment status (full-time, part-time, withdrawn)
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior, senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

*This information may be released only when available

**Privacy Policy**

Our Privacy Philosophy

University of Phoenix is committed to protecting your privacy when you visit our Site(s). We want you to know what Information we collect, how we use it, and how you can request that this Information be updated or corrected.

Certain University Site(s) may be subject to additional privacy policies (collectively "Additional Policies"). In the event of any direct conflict between any Additional Policies and this policy, the Additional Policies shall control. The University reserves the right to resolve any conflicts between policies in its sole discretion.

The University reserves the right to amend or otherwise modify this Privacy Policy at any time, visit http://www.phoenix.edu/copyright-legal/privacy_policy.html periodically to check for updates.

Scope

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

Definitions

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

“Social Network”, means various Internet communication technologies provided on Sites that facilitate conversation and interaction between people online and includes, but is not limited to, blogs, discussion forums, wikis, chat sessions, news groups, etc.

“Social Network Content” (or “SNC”) means user-generated content you consent to share via a Social Network and includes, but is not limited to, Personal Information, including digital sounds and pictures that you upload to a Social Network. It also includes your Personal Information that may be displayed on other users’ Social Network pages.

“University”, “we”, “us”, and “our” refer to the University of Phoenix and its parent company Apollo Group, Inc.

“Unrelated Entities” means third parties that are not Educational Partners and who are not providing services to Apollo Group, Inc. or University of Phoenix as Business Associates.

“Web Analytical Information” means internet generated Information we collect when you visit our Sites. This Information may be linked with marketing and Personal Information. When linked with other Information identifying you personally, either alone or in combination with other Information, then such Information also will be considered Personal Information.

Information We Collect

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

Information Collected Automatically

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

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

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

Information You Provide to Us

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

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

How We Use This Information

Marketing Information

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

**Personal Information**

The University recognizes that by choosing to provide us with your Personal Information, you are demonstrating your trust in us and we take that trust seriously. We will not sell, rent or lease your Personal Information to others.

We may collect, use and disclose Personal Information for the following purposes:

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

**Express Consent to Receive Pre-Recorded Voice Messages, Text Messages and Calls Using an Autodialer**

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

**Financial Information**

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

**Student Educational Records**

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

- Phone: (800) 866-3919
- Email: USCC@phoenix.edu
- Mail: University of Phoenix Attn: Registrar’s Office Mail Stop CF-L201, 4025 S. Riverpoint Parkway Phoenix, AZ 85040 USA

**Location of Information Processing**

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

**Opt-Out**

You may opt-out of our collection, use and disclosure of your Personal Information at any time, subject to contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt-out of certain uses of your Personal Information, we may no longer be able to provide certain products or services. You may not be permitted to opt-out to certain necessary collection, uses and disclosures, for example, but not limited to, educational announcements, maintaining reasonable academic, business and transaction records and disclosures to government entities as required for us to comply with applicable laws. To opt-out please email Ethics.Compliance@apollogrp.edu.

You can choose to no longer receive marketing communications from us and you may express your choice where indicated on the applicable email or other communication or visit http://awhpsmta01.universityofphoenix.com/webdocs/UnsubscribeEmail.html. Please note, however, that such a request will only remove you from our list and the list of any Business Associate performing services on our behalf.
We are not responsible for the use any other party may make of the Information once it has been transferred in accordance with this Policy and you will need to contact such entity to have your Information removed from their database. You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. Students who desire to prevent release of their directory and educational record Information in accordance with FERPA may place a FERPA Hold on their academic file. The University FERPA Policy can be reviewed at http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

Our Security Measures
We will take commercially reasonable measures to secure and store your Information to protect against the loss, misuse, and alteration of the Information under our control. We utilize industry standard security measures when accepting your credit card Information during the online ordering process, as well as whenever we ask you to login to any of our Site(s).

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

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

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

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

Site Hosting and Links from Our Sites to Other Websites
Some of our Sites may be hosted by our Business Associates or contain links to external websites hosted by Educational Partners and Unrelated Entities. When you access these Sites or external websites, the providers of the websites may have access to your Personal Information and may apply their own policies on how your Personal Information is used. Please make sure to read the policies of any sites you visit on the internet carefully. Please be aware that we are not responsible for the privacy practices or the content of any sites or external websites that we do not control directly and the collection, use and disclosure of Information about you by Educational Partners, Business Associates and Unrelated Entities will be subject to the policies applicable on those other sites or external websites.

Privacy Policy Changes
University of Phoenix may update this Privacy Policy or revise it from time to time. If you are concerned about how your Personal Information is used or disclosed you should contact us as described below or check back at this Site periodically to obtain a current copy of this Privacy Policy. We urge you to review this Privacy Policy frequently to obtain the current version. Your continued provision of Personal Information or use of our services following any changes to this Privacy Policy constitutes your acceptance of such changes. If we intend to use Information that personally identifies you in a manner materially different from what we stated at the time it was collected, we will attempt to notify you at least 30 days in advance. You may be given a choice as to whether or not previously provided Information may be used in a new way.

How to Access Your Information and Contact Us
If you want access to or wish to update any of your Personal Information or have any questions about our privacy practices, please contact our Chief Ethics and Compliance Officer at Ethics.Compliance@apollogroup.edu or Apollo Group, Inc Attn: Chief Ethics & Compliance Officer 4025 S. Riverpoint Parkway Phoenix, AZ 85040 USA

University of Phoenix, 2011
CONSUMER INFORMATION
General eligibility requirements for financial aid are as follows:
• Student must be a U.S. citizen or eligible noncitizen
• Student must be enrolled in an eligible program
• Student cannot also be enrolled in elementary or secondary school
• Student must have a high school diploma or general educational development (GED) credential
• Student must make satisfactory academic progress (SAP)
• Student must meet enrollment status requirements
• Student must have resolved any drug conviction issue
• Student must have timely registered for Selective Service, if required by law.

Federal Grant Programs

Federal Pell Grant
A Federal Pell Grant is awarded based on financial need for each student. Need is primarily based on adjusted gross income (AGI) and family size. Other factors such as assets and the number of family members in college are also taken into account. The exact eligibility amount is calculated when the University receives and processes an Institutional Student Information Record (ISIR) from the U.S. Department of Education.

Pell Grants are awarded only to undergraduate students who have not earned a bachelor’s or professional degree. The maximum Pell Grant for the 2011-2012 award year is $5,550.

Survivors of Servicemembers Grant
Effective for the 2009-2010 award year, students who have a Pell Grant eligible expected family contribution (EFC) may be eligible for the Survivors of Servicemembers Grant. Student will be treated as a student who has a zero EFC and will be awarded the maximum Federal Pell Grant scheduled award if the following criteria apply and is otherwise eligible:
• Parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001
• Student is less than 24 years old or enrolled in a postsecondary program at the time of the parent or guardian’s death

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

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

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

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

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

Federal Loan Programs

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

Terms and Conditions
Students who receive a Federal Perkins Loan are subject to the terms and conditions disclosed on the Federal Perkins Loan Master Promissory Note (MPN).
An interest rate of 5 percent per annum begins to accrue and repayment begins nine months after the borrower graduates or withdraws from the University. The monthly payment amount depends on the amount of debt and length of repayment period. The minimum monthly payment is $40. This loan must be repaid to the University.
A Perkins Loan borrower is not charged any fees. However, after repayment begins, if a payment is skipped, late, or less than a full payment, a late charge can apply. If the borrower continues to not make payments as required, the borrower will pay collection costs. Under certain conditions, borrower can receive a deferment or forbearance on loan(s), as long as the loan is not in default. Further information is presented during the required Perkins Loan entrance and exit counseling process.

**Federal Stafford Direct Loan Program (DL)**

Loans made through this program are referred to as Direct Loans (DL). Eligible students and parents borrow directly from the U.S. Department of Education. Direct Loans include subsidized and unsubsidized loans, PLUS Loans, and Consolidation Loans. These loans are paid directly to the U.S. Department of Education. A subsidized loan is the best financial aid an undergraduate student can receive. Borrower will not be charged any interest before repayment begins or during deferment periods. The federal government subsidizes the interest during these periods. An unsubsidized loan is not awarded based on need. Borrower will be charged interest from the time the loan is disbursed until it is paid in full. If interest is allowed to accrue while student is in school or during other periods of non-payment, it will be added to the principal amount and additional interest will be based on that higher amount. Borrower can choose to pay the interest as it accrues.

The amounts borrowed depend on student grade level and dependency status at the University. A student whose parent cannot obtain a parent loan for undergraduate student (PLUS) loan is allowed to borrow additional unsubsidized federal Direct Stafford amounts. Student dependency status at the University is determined based on answers to questions on the FAFSA.

**Terms and Conditions**

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

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

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

**Federal Stafford Direct Parent Loan for Undergraduate Student**

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

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

Parents have the option of deferring repayment on Parent PLUS loans while the undergraduate student (on whose behalf the parent borrowed) is in school and for a six-month grace period after the student graduates or drops below full-time enrollment. This change is effective for Parent PLUS loans first disbursed on or after July 1, 2008. Payments can also be deferred if the parent(s) themselves are enrolled in college. The parent(s) will need to submit an application for in-school deferment. Before the deferment option on the Parent PLUS loan was added on July 1, 2008, some lenders allowed parents to defer payments on the PLUS loan while the student is in school by granting one of several types of forbearances. In each case the forbearance allows a full or partial suspension of payments for up to one year at a time. The discretionary forbearance can be renewed each year; the economic hardship deferment and excess debt burden forbearances each have a three-year time limit. The deferments and forbearances are still available for all Parent PLUS loans.

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

**Terms and Conditions**

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

**Federal Stafford Direct PLUS Loans for Graduate and Professional Degree Students**

Graduate and professional students are now eligible to borrow under the PLUS loan program. Graduate and professional students can borrow an amount up to the cost of attendance (COA) minus other financial assistance. The terms and conditions applicable to parent PLUS loans also apply to graduate PLUS loans. Applicants are required to complete the Free Application for Federal Student Aid (FAFSA) and are given an opportunity to request the maximum eligibility under the Federal Stafford Direct Loan Program before applying for a graduate PLUS loan.

**Terms and Conditions**

Students who receive a graduate PLUS loan are subject to the terms and conditions disclosed on the Federal Stafford Direct PLUS Loan Application and MPN.
Loan Payment Calculator
Loan Payment Calculators may be used by students or potential students to calculate monthly payments under the standard and extended repayment plans, www.finaid.org/calculators/loanpayments.php.html or www2.ed.gov/offices/OSFAP/DirectLoan/calc.html.

Federal Financial Aid Counseling

Entrance Counseling
The University ensures loan entrance counseling is conducted online at the U.S. Department of Education website, www.studentloans.gov, before a borrower takes out a loan. Entrance counseling generally includes the following:
- An explanation of the use of a master promissory note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions.

Exit Counseling
The University ensures loan exit counseling is conducted online at the U.S. Department of Education National Student Loan Database (NSLDS) website, www.nslds.ed.gov/nslds_SA/, within 15 days of completion of a program or withdrawal from the University. Exit counseling generally includes the following:
- An explanation of the use of a MPN
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions

Perkins Loan Counseling
The University ensures Perkins loan counseling is conducted online at the Mapping Your Future website, http://mappingyourfuture.org/oslc/. Perkins loan counseling generally includes the following:
- Importance of repayment obligation
- Explanation of repayment terms
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions

Student Financial Aid Rights and Responsibilities

Students receiving federal financial aid have varying rights and responsibilities. In accordance with the Borrower’s Rights and Responsibilities Statement attached to the Master Promissory Note (MPN) the student has the right to the following:
- Written information on loan obligations and information on rights and responsibilities as a borrower
- A copy of the MPN, either before or at the time loan is disbursed
- A grace period and an explanation of what this means
- Notification, if in grace period or repayment, no later than 45 days after a lender assigns, sells or transfers the loan to another lender
- A disclosure statement, received before repayment begins, that includes information about interest rates, fees, the balance owed, and a loan repayment schedule
- Deferment or forbearance of repayment for certain defined periods, if qualified and requested
- Prepayment of loan in whole or in part anytime without an early-repayment penalty
- Documentation that loan is paid in full

In accordance with the Borrower’s Rights and Responsibilities Statement attached to the Master Promissory Note (MPN) the student has the responsibility for the following:
- Completing exit counseling before leaving school or dropping below half-time enrollment
- Repaying loan according to repayment schedule even if not completed academic program, dissatisfied with the education received, or unable to find employment after graduation.
- Notifying lender or loan servicer if:
  - Move or change my address
  - Change telephone number
  - Change name
  - Change SSN
  - Change employers, employer’s address or telephone number changes
- Make monthly payments on loan after grace period ends, unless a deferment or forbearance
- Notifying lender or loan servicer of anything that might later change eligibility for an existing deferment or forbearance

Student Loan Code of Conduct
The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements.

The Student Loan Code of Conduct creates and maintains uniform student loan practices that focus on the best interest of the student borrowers. It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

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

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

Statement of Educational Purpose

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

The parent or student, signing the Free Application for Federal Student Aid (FAFSA) agrees, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file.
Institutional Grants

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

Thinking Ahead Grant

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

Institutional Scholarships

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

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

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

Private outside entities fund external scholarships. Many are available to University of Phoenix students and the general population.

Also, you certify that you understand that the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies. If you sign any document related to the federal student aid programs electronically using a Personal Identification Number (PIN), you certify that you are the person identified by the PIN and have not disclosed that PIN to anyone else. If you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both.

Referrals to the Office of Inspector General

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

The amount of state grant awards is contingent on availability of funds. The University is unable to guarantee any funding based upon changes in state law or regulation. Where a work or other requirement is included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirement.

The following offer state grants: Arizona, California, Colorado, Florida, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, New York, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, and Vermont. Please check with your campus financial representative for additional information on the availability of state funded student assistance.

State Grants

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

Private Student Loans

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

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

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

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

Application Process

The following documentation is required:

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

Federal Financial Aid Application Process

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

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

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

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

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

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

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

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

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

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

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

**Professional Judgment**
The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using Professional Judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis.

Special circumstances will include conditions that differentiate an individual student from a whole class of students. The University will not accept professional judgments made for a student by another school, but will review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

The University will complete Verification before exercising professional judgment.

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### Satisfactory Academic Progress

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

<table>
<thead>
<tr>
<th>SAP Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point Average (GPA)</td>
<td>A cumulative program GPA is calculated using only grades earned at the University for the student’s primary program of study.</td>
</tr>
<tr>
<td>Pace of Completion (GPA)</td>
<td>Students must earn at least 67 percent of the credit hours attempted toward completion of the primary program of study.</td>
</tr>
<tr>
<td>Maximum Time Frame</td>
<td>The maximum timeframe to complete the program cannot exceed 150 percent of the published length of a program, measured in credit hours attempted, for undergraduate and graduate students. Progress is evaluated cumulatively for students’ primary program of study, at the end of each completed payment period.</td>
</tr>
</tbody>
</table>

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

**SAP Status Definitions**

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

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

- **Financial Aid Disqualification (FD)**
  Students on financial aid warning (FW) status who do not meet all three of the financial aid SAP components (defined above) at the end of the next completed payment period, are not eligible for additional federal financial aid and will be placed on financial aid disqualification (FD) status.
  Students placed on FD status are **not eligible for federal financial aid** but may be eligible to appeal this status for consideration of significant extenuating circumstances.

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

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**Reestablishing Academic Progress**

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

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**Federal Financial Aid Appeals**

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

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**Federal Financial Aid Appeals**

<table>
<thead>
<tr>
<th>Status</th>
<th>What to do</th>
</tr>
</thead>
</table>
| **Financial Aid Disqualifica-
  tion (FD)**                | **It is highly recommended students contact their finance advisor prior to submitting an appeal. The finance advisor will be able to answer questions and provide specific time-frames for SAP appeals**  |
|                             | Submit an appeal packet, along with supporting documentation directly to the PJ fax line at 877-290-8683. The packet must include: |
|                             |   • Professional Judgment SAP appeal template, hand signed and dated. (The SAP appeal template can be found at www.faw.phoenix.edu or by contacting your campus advisor.) |
|                             |   • A detailed explanation and timeline corresponding to courses in which SAP standards were not meet and how the situation has been resolved. |
|                             |   • Supporting documents for all issues mentioned in statement.          |
|                             |   • Provide a statement explaining, in detail, the steps that will be taken and resources that will be used to ensure remaining courses are successfully completed. |
|                             | Approval and/or reinstatement of financial aid eligibility is not guaran-
  teed.                                                                   |

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Campus</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Expense</td>
<td>$1,327.00</td>
<td>$1,088.00</td>
</tr>
<tr>
<td>Electronic Course Material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Associates</td>
<td>$74.00</td>
<td></td>
</tr>
<tr>
<td>- Undergraduate</td>
<td>$75.00</td>
<td></td>
</tr>
<tr>
<td>- Master</td>
<td>$76.00</td>
<td></td>
</tr>
<tr>
<td>- Doctoral</td>
<td>$87.00</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$36.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>$82.00</td>
</tr>
<tr>
<td>Doctorate</td>
<td>$87.00</td>
</tr>
</tbody>
</table>

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

Policy

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

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

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

Tuition

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

Electronic Course Materials and Books

The University charges a flat fee for each enrolled course, for the period of enrollment.

Living Expense

- Housing
- Transportation excluding Online students
- Miscellaneous

The monthly living expense component is based on an average between moderate and low, as published by the College Board. This average is used to calculate a monthly living expense amount used for students of all regions and states. The monthly living expense is then multiplied by the months in the loan period, based on degree level. Students receiving military housing assistance will have a reduction in living expenses in the amount of the housing allowance.

Remaining Periods

Remaining periods of enrollment will be prorated if the loan period contains less than 24 credit hours. Proration is calculated by dividing the number of remaining instructional weeks by four, rounding up that result, and multiplying it by the monthly living expense amount.

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

Loan Fees

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

School Supplies

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

Tribal Budget

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

Leave of Absence

Leave of Absence for Federal Financial Aid

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

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

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

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

or

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

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

LOA Components

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

Students returning from an LOA must complete at least one course, with a grade other than Withdrawal (W) or Withdrawal/Failing (WF), prior to requesting an additional LOA.

LOA Components

Extension
The student may request an LOA extension if the request is made before the scheduled reentry date. An extension request must be written, signed and dated and provided to the campus finance advisor on or before the scheduled reentry date. The student must demonstrate good cause for an LOA extension. Apollo Financial Aid (AFA) will make the final determination on any LOA extension request.

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

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

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

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

Terms and Conditions

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

Students receiving federal financial aid funds may also obtain deferments while serving in the Peace Corps; under the Domestic Volunteer Service Act; and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field on community service.
Borrowers must formally request a deferment through the procedures established by the holder of their loan or loans. Detailed information regarding deferments may be viewed at www.studentaid.ed.gov or www2.ed.gov/offices/OSFAP/DirectLoan/postpone.html.

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

**Loan Consolidation**

A consolidation loan may help make payments more manageable by combining several federal student loans into one loan with one monthly payment. A student will need to apply for a loan consolidation and choose a repayment plan. Repayment plans include the following: standard, extended, graduated, income-contingent for direct loans, income-sensitive for Federal Family Education Loan (FFEL), or income-based.


**Loan Forgiveness Information**

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


**Application of Funds**

The University will only apply federal financial aid funds to allowable charges. Allowable charges are defined as tuition (including Direct Study and state sales tax), electronic course materials, and California Student Tuition Recovery Fund (STRF) Assessment Fee (if applicable). Federal financial aid and state assistance funds are retained at the time of disbursement to pay allowable charges owed the University because of monies returned to the student or parent, or returned to the federal financial aid or state assistance program.

**Authorization to Apply Financial Aid Funds**

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

There are three options to notify the University regarding Authorization to Apply to Future Charges form:
- Initial notification on financial aid website (FAW), https://faw.phoenix.edu/
- The student is prompted to answer authorization to apply funds questions when completing the financial aid application process.
- When a student electronically signs and submits the Authorization to Apply to Future Charges form, they no longer have access to make corrections on the FAW for that award year.

**Update or Change Authorization to Apply to Future Charges**

- If a student or parent wants to update original authorization to apply funds, they can submit signed and dated statement outlining any changes to the Authorization to Apply to Future Charges form at any time. Student completes and faxes to AFA for processing.
- A submitted update is only in effect for future disbursements and the authorizations are retroactive.
- Signed statement
  - The University will accept a signed statement from a student or parent outlining any changes to the Authorization to Apply to Future Charges form at any time.
  - AFA processes the request accordingly.
  - A submitted update is only in effect for future disbursements and authorizations are not retroactive.

**Federal Financial Aid Credit Balance**

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

**Timeline to Issue a Federal Financial Aid Credit Balance**

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

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

**Treatment of Unclaimed Federal Financial Aid Credit Balance**

If the University is unable to locate a student to pay a credit balance and has exhausted all possible avenues to find the student, the University will return the credit balance to the federal financial aid programs.

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

**Financial Aid Awarding**

The law requires financial aid administrators to determine whether a student is eligible for grant programs prior to loan programs of federal student aid (FSA) to reduce the need for borrowing. The University estimates Federal Pell Grant Program eligibility as Estimated Financial Assistance (EFA) when making Campus-Based awards.

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

For a dependent student, the University may originate a Parent PLUS and disburse Parent PLUS funds without determining the Pell Grant and subsidized Direct Loan eligibility for a student. Determining Pell eligibility is not relevant for Grad PLUS, but (unlike Parent PLUS) the University must determine a graduate/professional maximum subsidized/unsubsidized Direct loan eligibility before the student applies for PLUS.

**Schedule Requirements**

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

**Overlapping Courses**

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

**Audits, Withdrawals, Non-Required Courses and Repeats**

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

**Frequency of Disbursements**

**Federal**

A student can receive the first disbursement of federal financial aid funds at the start of program or academic year. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when they successfully complete one-half the weeks of instructional time and one-half the credit hours in the academic year, program or the remaining portion of a program more than one-half of an academic year but less than a full academic year.

First-time, first-year undergraduate borrowers will not have the first installment disbursed until 30 calendar days after the program of study academic year begins.

**Disbursement for Books and Supplies**

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

**State**

Term based or payment period disbursements are determined by each state. Payment periods are paid in installments during the course of a program of study to help meet the cost in each payment period. The payment period determines when funds are disbursed and the exact amount to be disbursed. The regulations provide a separate payment period definition for each type of academic programs. Programs that measure progress in credit hours and have academic terms, for credit-hour term programs, the payment period is the term.

In the case of programs that measure progress in credits without academic terms, the school is required to either divide the program's academic year, program or portion of a program into payment periods.
Attendance

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

Class Attendance

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

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

Directed Study: Attendance in Directed Study courses is tracked in the same manner for both the local campus and online modalities. A Directed Study student/learner receives automatic attendance for a class week if she or he posts one (1) message to any of the course forums during the scheduled class week. Deadlines for attendance are based on Mountain Standard Time.

FlexNet®: FlexNet® student/learners are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during online class weeks if they post to any of the class forums on two separate days based on Mountain Standard Time within the online class week. Attendance for the online weeks of a FlexNet® course is tracked automatically.

Students are allowed un-excused absence during each course based on # of workshops, (refer to the chart below) and will still receive a grade other than "W". The absence, however, may affect the final course grade due to the missed opportunity to earn participation points.

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

<table>
<thead>
<tr>
<th># of workshops</th>
<th>Allowed Absences</th>
<th>Absences resulting in W grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9 (Associates)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10-50+</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Faculty requests for a WF grade will be approved for extenuating circumstances only and will be administered by the Registrar’s Office. Requests should be submitted to the Registrar’s Office by sending the approved Official Grade/Attendance Change Form.

Academically Related Activities (ARA)

The following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities. Academically Related Activities (ARA) determine the student’s enrollment status with the University as well as within a course.

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

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

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

Financial Policies and Procedures

Finance Plans

Cash Plan

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

Federal Financial Aid Plan

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

Military or Government Billing Plan

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

Third-Party Billing Plan

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

Tuition Deferral Plan

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

Supplemental Funding

Private Student Loans

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

Tribal Funding

Several American Indian tribal nations provide funding for the tuition of a student who is a recognized member.

Learn more about ways students help finance their education online at www.phoenix.edu/content/altcloud/en/tuition_and_financial_options/tuition_and_fees.html.

Payment Policies

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

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made.
All applicable fees are due and payable as incurred. Electronic course material and books for each course must be paid at the time they are ordered or in accordance with a student’s stated payment option. Students are required to clear any indebtedness to the University before grades and transcripts will be issued or the degree awarded.

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

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

Students who primarily attend a University of Phoenix campus other than University of Phoenix Online are subject to financial approval by their primary campus prior to enrolling in a course.

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

Tuition Deferment Options
Tuition and fees can be deferred up to 60 days from the start of a course if the following information is provided prior to a student’s course start date:
• A signed Tuition Reimbursement Certification and Authorization Form along with a valid credit card or debit card
• A completed Student Authorization Form

Both of these forms can be found in the Student Authorization and Agreement section of the Financial Options Guide.

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

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

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

Eligibility Requirements
If the student drops from a course and earns a W grade, the student may be eligible for a tuition credit. In a 12-month period, credit for no more than two single courses for a bachelor or higher degree, or credit for no more than two blocks in an associate degree program may be applied.

The 12-month period begins on the end date of the first dropped course for which the student receives a tuition credit. If the student receives a tuition credit, the student must complete at least one course with a grade other than W or WF prior to qualifying for a second tuition credit.

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

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

Veterans Educational Benefits

Students who are entitled to U.S. Department of Veterans Affairs (DVA) education benefits must make initial contact with a campus veteran affairs certifying official. A formal application for admission to the University should be completed before applying for DVA education benefits. Application for veteran education benefits should be sent to a local campus certifying official for submission to the DVA.

Each University of Phoenix program segregated by instructional modality (classroom based or distance education), requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals.

DVA education benefit eligibility and payment rates vary depending on each individual’s military history and educational program being pursued. Only the DVA can determine DVA education applications eligibility. For information, a student should contact a DVA representative, toll free at (888)-GI-BILL-1 (888-442-4551) or review http://www.gibill.va.gov.

Directed study courses have Defense Activity for Non-Traditional Education Support (DANTES-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the military base. University of Phoenix does not participate in the DVA education advanced payment program.

More information about veterans’ benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html. Visit the Department of Veterans Affairs website, www.gibill.va.gov, for additional information on educational entitlements.

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

Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay DVA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts, DD-295, DD-214, Army/American Council on Education Registry Transcript System (AARTS), Coast Guard institute transcripts, and Sailor/Marine/American Council on Education Registry transcripts are submitted for evaluation in a timely manner. The student is responsible to ensure all transcripts are submitted to the University. Academic credit earned for courses appearing on an official transcript from a regionally accredited or candidate for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University Office of Admissions and Evaluation.

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

DVA Standard of Academic Progress Requirements

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

Academic Probation

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

Academic Disqualification

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

Military Tuition Assistance

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

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

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

DVA Tuition Assistance Top-Up Benefit

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

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

Readmission of Servicemembers

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

1. 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.

2. 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.

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

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

A student’s eligibility for readmission under this section by reason of such student’s service in the uniformed services terminates upon the occurrence of any of the following events:
1. A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, OR
2. A dismissal of such person permitted under section 1161(a) of Title 10, USC, OR
3. A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC, http://uscode.house.gov/download/title_10.shtml.

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

GENERAL INFORMATION

Accreditation, Reviews, and Approvals
The University of Phoenix is reviewed, approved, and accredited by federal, state, international, and private agencies.

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

State
The University is licensed, approved, designated, or deemed exempt from licensure, by the state, district, commonwealth, or provincial regulatory bodies.
- Alabama Commission on Higher Education
- Alaska Commission on Postsecondary Education
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- Ministry of Advanced Education and Labour Market Development, British Columbia
- State of California
- Colorado Department of Higher Education, Commission on Higher Education
- Department of Higher Education, State of Connecticut
- Delaware Department of Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Non-public Postsecondary Education Commission
- Hawaii Department of Commerce and Consumer Affairs
- Idaho State Board of Education
- Illinois Board of Higher Education
- State of Indiana Commission on Proprietary Education (COPE)
- Office of the Secretary of State of Iowa
- Kansas Board of Regents
- Kentucky Council on Postsecondary Education
- State of Louisiana Board of Regents
- Maryland Higher Education Commission
- Commonwealth of Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Commission on Higher Education
- New Mexico Higher Education Department
- Board of Governors of the University of North Carolina
- Ohio Board of Regents
- Oklahoma State Regents for Higher Education
- Oregon Office of Degree Authorization
- Commonwealth of Pennsylvania Department of Education
- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Educación
- South Carolina Commission on Higher Education
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- Commonwealth of Virginia Council of Higher Education
- State of Washington Higher Education Coordinating Board
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

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

Private

Regional Accreditation
Since 1978, University of Phoenix has been regionally accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA).
- 230 N. LaSalle Street, Suite 7-500
  Chicago IL 60604-1413
  (312) 263-0456, (800) 621-7440
  http://www.ncahlc.org

Program Accreditation
Business
University of Phoenix is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer business degrees in Associate of Arts in Foundations of Business, Associate of Science in Business, Bachelor of Science in Business, Master of Business Administration, Master of Management, Doctor of Business Administration, and Doctor of Management.
- ACBSP
  11520 W. 119th Street
  Overland Park, KS 66213
  (913) 339-9356
  http://www.acbsp.org

Nursing
The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).
- CCNE
  One Dupont Circle, NW, Suite 530
  Washington, DC 20036-1120
  (202) 887-6791
  http://www.aacn.nche.edu/accreditation/
Teaching
The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education is pre-accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 20, 2007 to December 20, 2012.

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

Counseling
The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Tucson, AZ campuses) and the Master of Science in Counseling Program in Mental Health Counseling (Salt Lake City, UT campuses) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

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

Obtain Information
To obtain a copy of University accreditation and license documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602-557-8119.

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

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

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

During each fiscal year from September 1 to August 31, the colleges and schools within the University follow pre-established plans to conduct programmatic assessment. Plan progress is monitored quarterly through the fiscal year.

The process for assessment of academic programs uses the following four phases:
1. Assessment Planning
2. Collecting Evidence and Analyzing Data
3. Implementing Improvement
4. Monitoring Effectiveness of Improvements

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

Students or potential students may obtain a copy of the improvement plan for a specific program by contacting University of Phoenix Office of Academic Administration
4615 E. Elwood St.
Mail Stop: AA-S402
Phoenix, AZ 85040

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

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

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

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

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

Online Campus
University of Phoenix
3157 E. Elwood St.
Phoenix, AZ 85034
866.766.0766
Transfer Center
4615 E. Elwood St.
Phoenix, AZ 85040
800.866.3919
480.446.4600
Fax: 480.303.5832

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

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

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

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

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

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

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

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

Alumni Attending Graduate School
Approximately 18% of students who completed a bachelor’s degree from the University of Phoenix between July 1, 2009-June 30, 2010 went on to enroll in a graduate or professional program at the University of Phoenix. The majority of these students enrolled in the following programs:

- Master of Business Administration
- Master of Science in Psychology
- Master of Science in Accountancy
- Master of Management
- Master of Information Systems

The data is derived from the IPEDS completion survey (July 1, 2009-June 30, 2010 data) and the IPEDS Fall Enrollment survey (fall 2009 data).

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

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>16%</td>
</tr>
<tr>
<td>Health Services</td>
<td>15%</td>
</tr>
<tr>
<td>Technology</td>
<td>9%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>6%</td>
</tr>
<tr>
<td>Federal Government</td>
<td>5%</td>
</tr>
<tr>
<td>State and Local Government</td>
<td>5%</td>
</tr>
<tr>
<td>Retail Trade (Non-Restaurant)</td>
<td>4%</td>
</tr>
<tr>
<td>Banking</td>
<td>3%</td>
</tr>
<tr>
<td>Business Services</td>
<td>3%</td>
</tr>
<tr>
<td>Insurance</td>
<td>3%</td>
</tr>
<tr>
<td>Communications or Media</td>
<td>3%</td>
</tr>
</tbody>
</table>

University of Phoenix, 2011
CONSUMER INFORMATION
GENERAL INFORMATION

37
Survey completed in 2011 between January 17 and February 11; a total of 27,416 alumni respondents.

**Withdrawing From the University**

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

**Official Withdrawal**

**Withdrawal Date**

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

**Date of Determination**

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

**Rescission of Official Notification**

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

**Unofficial Withdrawal**

**Withdrawal Date**

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

### Alumni Occupations

The following represents occupations of University alumni:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>3%</td>
</tr>
<tr>
<td>Transportation</td>
<td>2%</td>
</tr>
<tr>
<td>Military</td>
<td>2%</td>
</tr>
<tr>
<td>Social Services</td>
<td>2%</td>
</tr>
<tr>
<td>Construction</td>
<td>1%</td>
</tr>
<tr>
<td>Tourism/Hotels/Entertainment</td>
<td>1%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>1%</td>
</tr>
<tr>
<td>Restaurant</td>
<td>1%</td>
</tr>
<tr>
<td>Legal</td>
<td>1%</td>
</tr>
<tr>
<td>Personal Services</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Other Occupations

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

### Miscellaneous Occupations

- Finance 3%
- Transportation 2%
- Military 2%
- Social Services 2%
- Construction 1%
- Tourism/Hotels/Entertainment 1%
- Real Estate 1%
- Restaurant 1%
- Legal 1%
- Personal Services 1%
The withdrawal date for a student who ceases attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance at an academically related activity determined from the University's attendance records. In the case of a student who has received an approved leave of absence, the University will review the student record on or after their originally approved return date. The review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

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

**Administrative Withdrawal**

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

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

**Return of Federal Financial Aid**

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

Federal regulations specify how the University must determine the amount of federal financial aid earned when a student withdraws from the University.

The percentage amount of federal financial aid a student earned in a payment period is calculated as follows:

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

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

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

The University will perform the R2T4 Calculation, including any existing federal financial aid credit balance for the period in the calculation as disbursed aid.

The University will include any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 Calculation, any federal financial aid credit balance from a prior period that remains on a student account when a student withdraws will be included as federal financial aid for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws.

Upon completion of any applicable refund policies, any federal financial aid credit balance will be allocated first to repay any grant overpayment owed by a student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 Calculation, the University will pay any remaining federal financial aid credit balance in one or more of the following ways:

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

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

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

The calculation for unearned federal financial aid is as follows:

- Total amount disbursed + amount that could have been disbursed - amount of federal financial aid earned = amount of unearned federal financial aid that must be returned

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

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

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

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

**Return of Unearned Federal Financial Aid**

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

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.
University charges incurred by the student will include tuition, fees, books and directed study including state sales tax initially assessed the student for the entire payment period. Initial charges will only be adjusted by those changes the University makes prior to the student withdrawal.

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

After the University has allocated its portion of unearned funds, the student must return assistance owed in the same order specified above for the University. The amount of assistance that the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid to be returned. The student, or parent in the case of funds due to a parent PLUS Loan, must return or repay, as appropriate, the amount determined to any federal financial aid program in accordance with the terms of the loan; and any federal grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds one-half of the total federal grant funds received by the student.

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

Timeframe for Returning Unclaimed Credit Balance
If the University attempts to disburse a credit balance by check and the check is returned or an EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned no later than 45 days after the funds were returned or rejected. When a check is returned or an EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

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

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

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

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

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

Example of a refund on attendance for a 6-week course:
Attend 1 week 83% refund due
Attend 2 week 67% refund due
Attend 3 week 50% refund due
Attend 4 week no refund due
Attend 5 week 44% refund due
Attend 6 week no refund due

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

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

California
If University of Phoenix no longer offers educational services for students in the state of California, prior to a student completing a course of instruction, a partial refund may be available. The student should contact:
Department of Consumer Affairs
1625 North Market Boulevard
Sacramento, CA 95834
(800) 952-5210

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

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- The University will retain $45 of the application fee for students who 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 the state of Georgia will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
• Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
• Students providing written notification of withdrawal prior to the first class session or 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.

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

Students in the state of Kentucky will have tuition refunded using the University Institutional Refund Policy with the following exceptions:
• A student who cancels enrollment anytime before the start of the first class session will receive a full refund of all monies paid.
• The University may retain 10 percent of the tuition agreed upon exceptions:

Kentucky

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

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

Louisiana

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

• Students who cancel enrollment anytime before the start of the first class session will receive a full refund of all monies paid, except the application fee, which is non-refundable.
• Refunds will be paid within 30 days of a student's official withdrawal.
• The University may retain an administrative fee, not to exceed 15 percent of total tuition and fees paid.

Minnesota

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

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

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

- Students who cancel enrollment anytime before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10 percent of the tuition agreed upon in the Enrollment Agreement or $100, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid to the person or entity who paid the tuition.
- The University may retain an administrative fee up to $100 if the student does not attend a course.

South Carolina

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

- Students who withdraw before the first class and after the five-day cancellation period are obligated for the registration fee.
- A full refund of all monies will be made to any applicant not accepted by the University.
- After the 72-hour cancellation period, the University may retain up to a $100 if the student fails to return after the period of authorized absence.
- The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
- Disputes will be resolved by the Administrator for refunds on a case-by-case basis.
- If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

Ohio

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

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within 72 hours excluding weekends and legal holidays after signing the Enrollment Agreement.
- A full refund of all monies will be made to any applicant not accepted by the University.
- After the 72-hour cancellation period, the University may retain up to a $100 if the student does not attend a course.

Oregon

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

Wisconsin

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

- Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid.
- Refunds will be paid within 30 days of a student’s official withdrawal.
- If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law

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

Copyrighted works protect original works of authorship and include:

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

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

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

Copyright Infringement

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

- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
Violations and Penalties under Federal Law

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

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

Peer to Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing the same P2P software, to connect with each other and directly access digital files from one another’s hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing, it has become increasingly easy to store and transfer these copyrighted works to others thus increasing the risk that users of P2P software and file sharing technology will infringe the copyright protections of content owners.

If P2P file-sharing applications are installed on a student’s computer, the student may be sharing someone else’s copyrighted materials without realizing they are doing so. As a user of the University network, recognizing the legal requirements of the files that a student may be sharing with others is important. A student should be careful not to download and share copyrighted works with others.

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

Violations and Penalties under Federal Law

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

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

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

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

The University may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means.

These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Use Policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students and faculty about copyright laws and the response to copyright infringement claims by the University.

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

Legal Sources for Online Music and Videos

The following links are online sources that provide information on legal access to copyrighted music and videos:

• EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/Resources/Browse/LegalDownloading/33381.

• Motion Picture Association of America (MPAA) provides a list of legal motion picture and video sources: http://www.mpaa.org/contentprotection/get-movies-tv-shows.

• The Recording Industry Association of America (RIAA) provides a list of legal music sources: http://www.riaa.com/toolsforparents.php?content_selector=legal_music-sites.

Digital Millennium Copyright Act (DMCA) Policy

The University computer networks, including its online library and classroom environment are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students, interns and any affiliates to comply with the U.S. copyright laws.

Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. For more information on copyright law, please refer to the University Copyright and Peer-to-Peer File Sharing Policy.

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

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

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

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Copyright © 2011 University of Phoenix

CONSUMER INFORMATION
GENERAL INFORMATION
University of Phoenix, 2011

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

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

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

Filing Notice of Alleged Infringement

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

• Identify in sufficient detail the copyrighted work that a student believes has been infringed upon; for example, a student describes the work that they own.
• Identify the material that a student claims is infringing on their copyright as set forth in number 1 and provide detailed information reasonably sufficient to locate the infringing item; for example, provide the link to the infringing information.
• The student should provide a reasonably sufficient method of contact: phone number, address and email address.
• If possible, a student should provide any information allowing the University to notify the alleged infringing party of notice of the alleged infringement.
• The following statement must be included in the student’s 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 the student’s notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.”
• The notice must be signed.

Filing Counter Notification of Alleged Infringement

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

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

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

Vaccinations and Immunizations

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

Campus Safety Policies

The University Campus Safety policies have been prepared to increase University of Phoenix community’s awareness of current programs that exist to protect its members’ safety and well-being and to satisfy the requirements of the Safe and Drug Free Schools and Communities Act and Clery Act. The information included relates to the following:

• Annual crime statistics
• Safety and awareness
• Crime prevention
• Drug and alcohol abuse
• Health risks
• Available counseling programs
• Prohibited use or distribution of drugs and alcohol
• Legal affects of drug and alcohol use
• Emergency Mass Notification
• Information related to campus safety

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

Crimes Reported for All Campuses

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

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

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

Statement of Policy On Sex Offender Registration

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

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

Emergency Mass Notification Policy

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

Apollo and University of Phoenix maintain emergency management policies, procedures and systems to protect lives and property, and to continue necessary critical functions and essential services.

An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a University site or that significantly disrupts Apollo programs and activities.

The Emergency Mass Notification policy applies to all officers and employees for Apollo, Apollo’s U.S. based subsidiaries, faculty, and students of University of Phoenix in an emergency, dangerous or otherwise high-risk situation at a University site.

The policy can be viewed in it’s entirety in the Campus Safety Policies at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html or by requesting a printed copy from your local campus.

Campus Security Authority Contact List

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

Drug and Alcohol Abuse Prevention Program

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

All students are expected to conduct themselves as mature adults and as members of an academic community. The consumption of alcohol or drugs while attending class or meeting with campus personnel is prohibited and may be subject to disciplinary action. All drug and alcohol abuse policies, prevention and referrals can be found in the Campus Safety Policies Manual located at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html

Standards of Conduct

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

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

Pell Grant

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

Federal Financial Aid Penalties for Drug Violations

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

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense, "Have you ever been convicted of possessing or selling illegal drugs?" If you answer "yes," complete and submit this application, and we will send you a worksheet in the mail for you to determine if your conviction affects your eligibility for aid.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines up to $20,000, imprisonment or both.
More information about federal penalties and sanctions is located at www.usdoj.gov/dea/agency/penalties.htm

**Penalties for Drug Convictions:**

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

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

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

**How to Regain Eligibility**

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

A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program that must
- Include at least two unannounced drug tests;
- Have received or be qualified to receive funds directly or indirectly under a federal, state, or local government program.

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

In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. The student is responsible to certify that a rehabilitation program was successfully completed. As with the conviction question on the FAFSA, the University is not required to confirm the reported information unless conflicting information is determined.

**Convictions During Enrollment**

Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Apollo Financial Aid (AFA) immediately, become ineligible for further federal financial aid and repay federal financial aid received after the conviction.

**Institutional Sanctions for Alcohol and Drug Violations**

Any member of the University community found consuming or selling alcohol or drugs on University property shall be subject to discipline on a case-by-case basis.
- Discipline will be based on the seriousness of the situation.
- A case may result in dismissal from the University.
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol.
- Additional state penalties and sanctions may also apply.

- The University has adopted a zero tolerance policy regarding underage drinking.

**Title II of the Higher Education Act-Academic Year 2009-2010 Report**

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

Candidates in a College of Nursing program leading to certification or licensure in nursing and/or healthcare at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, families, patients and clients in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. As prospective nurses, nurse practitioners and/or healthcare providers, College of Nursing candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct.

The following Supplemental Standards for Candidates in the College of Nursing Programs ("Supplemental Standards") apply to these degree candidates before, during, and after clinical rotations, practicum, and/or preceptorships. The Supplemental Standards address a candidate’s affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. A corresponding Professional Dispositions Rubric provides additional guidance.

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

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

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

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

Procedure for Processing Referral Forms

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

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

A. One Referral

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

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

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

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

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

5. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering their academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

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

C. Candidate Retention Committee

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

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

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

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

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

6. The decision of the CAAC is final.

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

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

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

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

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.

2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.

4. The candidate is committed to reflection, assessment, and learning as an ongoing process.

5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements, practicums, and internships.

7. The candidate appreciates and values human diversity and shows respect for others’ varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.

10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.

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

12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practicums and internships.

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

Candidates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Supplemental Standards. Similarly, an observation under the Referral Process may be the basis for a Student Code of Conduct charge.
Procedure for Processing Referral Forms
The Colleges of Arts and Sciences has instituted processes to ensure that candidates are regularly evaluated by the faculty and have access to counseling and advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the professions and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

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

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

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

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

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

University of Phoenix Supplemental Standards for Candidates in College of Education Programs
Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more field placements as part of their academic program. As prospective educators/administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Education Programs (“Supplemental Standards”) apply to these degree candidates before, during, and after their field placements.

STUDENTS’ RIGHTS AND RESPONSIBILITIES
6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.

7. The candidate appreciates and values human diversity and shows respect and fairness for others’ varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.

9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.

10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.

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

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

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

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

Procedure for Processing Referral Forms

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

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

A. One Referral

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

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

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

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

5. If the CRC meeting is held, the Committee members shall discuss with the candidate the issues or problems that appear to be hindering his/her academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

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

B. Two or More Referrals

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

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

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

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

5. The CRC members shall discuss with the candidate the issues or problems that appear to be hindering their academic progress and make one of the following recommendations:
   a. Take no action;
   b. Institute a formal remediation plan; or
   c. Withdraw the student from the program.

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

C. Candidate Retention Committee

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

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

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

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

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

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

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

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

A candidate’s ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to lifelong learning for self and others.
3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.
4. The administrator candidate is committed to establishing a safe and supportive learning environment.
5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
6. The administrator candidate is committed to ethical principles in decision-making.
7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.
8. The administrator candidate believes in involving stakeholders in order to work toward common goals.
9. The administrator candidate values and is committed to timely communication to inform the community and public.
10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.
11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.
12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.
13. The administrator candidate believes that risks must be taken to improve schools.
14. The administrator candidate believes and is committed to continual school improvement.
15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

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

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

Procedure for Processing Referral Forms

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

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

A. One Referral

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

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

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

B. Two or More Referrals

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

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

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

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

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

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

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

C. Candidate Retention Committee

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

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

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

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

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

6. The decision of the CAAC is final.

Policy on Nursing Ethics and Professional Competence

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

University of Phoenix Professional Nursing Responsibilities.

American Nurses Association Code for Nurses.

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

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

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University.

The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

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

Students’ Right to Privacy

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

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar’s Office or local campus office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file. Students do not have the right to challenge the appropriateness of a grade as determined by the faculty member.

The University is authorized to release public directory information concerning students. Directory information includes the student’s name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.
STUDENT CODE OF CONDUCT

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

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

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

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

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member. This includes, but is not limited to, sex discrimination, sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence.
3. Stalking, persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
4. Disruptive behavior that hinders or interferes with the educational process.
5. Violation of any applicable professional codes of ethics or conduct.
6. Failure to promptly comply with any reasonable directive from faculty or University officials.
7. Failure to cooperate in a University investigation.
8. Violation of the Student Code of Academic Integrity.
9. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
10. Falsification, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.
11. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).
12. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students or their employers.
13. Failure to comply with any reasonable directive from faculty or University officials.
14. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
15. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-14 above).
16. Violation of federal, state, provincial, or local laws or regulations that impacts the University’s educational environment.

Student Code of Academic Integrity

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

By virtue of membership in the University’s academic community, students accept a responsibility and obligation to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct. Academic integrity violations include all forms of academic dishonesty, including but not limited to the following:
a. Plagiarism - Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise. Examples of plagiarism include but are not limited to:

• The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used in a class posting or assignment submission do not represent the student's original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

• Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgement.

• Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.

• Failure to properly cite and reference statistics, data, or other sources of information that are used in one's submission.

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

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

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

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

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

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

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

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

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

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

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

A. Alleged Violations:

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

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

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

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

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

B. Investigation:

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

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

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

C. Notification:

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

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

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

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

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

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

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

E. Committees:

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

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

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

F. Committee Process:

1. Students shall be afforded the opportunity to address the Committee to make a statement in their defense. This may be done via teleconference. (Note: In Title IX cases opposing parties are afforded the opportunity to separately address the committee to make a statement).

2. Students are not entitled to representation by an attorney or any other third party at any point in the process. However, in accordance with the Higher Education Opportunity Act (HEOA), in cases of an alleged sex discrimination/harassment, opposing parties are entitled to have third parties present during the committee process. (Note: The third party cannot be an attorney).

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

4. The Committee members are given a “Case Packet” with all relevant information for the committee meeting, including any written response received from the student. In Title IX cases, the Case Packet will include opposing parties’ statements, all evidence discovered during the investigation, and any written witness statements the parties have submitted.

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

G. Decision:

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

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

4. The decision shall be communicated to the student by the decision maker. The decision shall be delivered by United Parcel Service (UPS) and/or by additional means which may validate proof of receipt. In Title IX cases, opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation. (Note: If this is a drug and/or alcohol related offense you must also notify the Office of Dispute Management.)

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

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

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

H. Sanctions:

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

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

I. Appeals:

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

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

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

Academic Advisement

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

Registration

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

Students must sign a Enrollment or Disclosure Agreement for the degree program which they intend to pursue. Students who change programs or who reenter after an absence of one year or more must sign a new Enrollment or Disclosure Agreement. The student’s enrollment agreement defines the student’s curriculum and degree requirements. The executed enrollment agreement will be effective for a one year time period from the date signed. If the student has not started their program within this timeframe, the student will be required to submit new admissions paperwork (application and Enrollment/Disclosure Agreement) and update to the most recent version available at their campus.

Admission Statuses

There are eleven types of admission statuses at the University of Phoenix representing a student’s standing: Registered, Registered with International Credentials, Admission Deadline Exceeded, Conditional, Orientation Pending, Graduate Provisional, Admitted, Deferred, Non-Degree, Denied for Cause and Denied. Applicants to certain degree programs are permitted to begin their course of study under Registered, Registered with International Credentials and Provisional admissions statuses, but are not considered unconditionally admitted until the Office of Admissions and Evaluation grants a status of Admitted and all transfer credits are reviewed for applicability to the degree program.

Official decisions regarding admission and academic statuses may be delivered to students via the student website or US Mail.

Admitted Status

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

Graduate Provisional Status

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

Registered Status

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

Registered International Credentials (RI) Status

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

Orientation Pending (OP) Status

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

Deferred Admission (DF) Status

Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file. Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.
Conditional Status
Students who are high school seniors who have not yet graduated may be granted conditional status upon completion of the admission application and payment of any required fees. Scheduling for students is not permitted under this status, and upon completion of high school, students may apply for admission to a specific associate degree program.

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

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

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

Denied for Cause Status
Applicants for admission who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would subject him or her to sanctions for violating the Student Code of Conduct will be placed on denied for cause status (DC) and will be administratively withdrawn from the university.

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

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

Student Academic Statuses

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

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

Academic Disqualification
Academic Disqualification results when students on academic probation fail to achieve the minimum grade point average at the conclusion of the probationary period of four (4) consecutive courses. Students who have been Academically Disqualified will be administratively withdrawn from the university and are not eligible for readmission until the lapse of six months from the date of disqualification. The date of disqualification will be the course end date of the final course completed within the AP sequence. No exceptions to the 6 month disqualification will be granted by the Student Appeals Center (SAC). Upon the conclusion of the 6 month disqualification students can petition the Student Appeal Center to return.

Students will be placed on academic probation for a period of four courses upon approval by the Student Appeals Center to re-enter. The student may be required to retake or replace the course(s) with the lowest grade(s) earned. Students on Academic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by a SAC appeal. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. The existing schedule will be deleted and scheduling will be restricted for students placed on Academic Disqualification.

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

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

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

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

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

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

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

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

**Scholastic Suspension**

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

**Program Academic Statuses**

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

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

**Withdrawn for Nursing License or Liability Insurance (WL)**

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

**Level 1 Candidate Status**

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

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

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

**Level 2 Candidate Status**

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

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

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

**Academic Probation**

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

**Program Disqualification**

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

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

**Student Falsification of Information**

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

**General Student Grievances**

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

Students who are alleging discrimination or harassment, please refer to the Nondiscrimination Policy section or Harassment Policy sections of this catalog.

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

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

State Boards

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

In Alabama, the student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone (334) 242-2959.

In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington Street, Phoenix, AZ 85007, telephone (602) 542-2399.

In Arkansas, the student may contact the Arkansas Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-4209.

In California, the student may contact the Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone (916) 431-6959, (888) 370-7589.

In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.

In Connecticut, the student may contact the Connecticut Department of Higher Education, 61 Woodland Street Hartford, CT 06105-232; telephone (860) 947-1800, (860) 947-1821.

In Delaware, the student may contact the Delaware Department of Education, The Townsend Building, 401 Federal St., Suite 2, Dover, DE 19901-3600; telephone (302) 735-4000, 302-735-4120.

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

In Georgia, the student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone (770) 414-3306.

In Hawaii, the student may contact the Business Registration Division of the Hawaii Department of Commerce and Consumer Affairs, P.O. Box 40, Honolulu, HI 96810; telephone 808-586-2744.

In Idaho, the student may contact the Idaho State Board of Education, PO Box 83730, Boise, ID 83730-0377; telephone (208) 332-1587.

In Illinois, the student may contact the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1418; telephone (217) 557-7355.

In Indiana, the student may contact the Indiana Commission on Proprietary Education (COPE), 302 W. Washington Street, Room E201, Indianapolis, IN 46204-2767; telephone (317) 464-4400, (317) 232-1324.

In Iowa, the student may contact the Iowa College Student Aid Commission, 200 10th Street, Fourth Floor, Des Moines, IA 50309-3609; telephone (515) 725-3400.

In Kansas, the student may contact the Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone (785) 296-4936, 785-296-4917.

In Kentucky, the student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.

In Louisiana, the student may contact the State of Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone (225) 342-4253.

In Maine, the student may contact the Maine State Board of Education (MSBE), 23 State House Station, Augusta, ME 04333-0023; telephone (207) 624-6616.

In Maryland, the student may contact the Maryland Higher Education Commission, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013; telephone (800) 974-0203.

In Massachusetts, the student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Suite 1401, Boston, MA 02108-1696; telephone (617) 994-6937.

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

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

In Mississippi, the student may contact the Mississippi Institutions for Higher Learning Commission Proprietary School and College Registration Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211; telephone (601) 432-6997.

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

In Nebraska, the student may contact the Department of Education, 6959, (888) 370-7589.

In New Mexico, the student may contact the New Mexico Higher Education Department, PO Box 95005, Lincoln, NE 68505-9505; telephone (402) 375-1000, (402) 375-1200.

In Nevada, the student may contact the Nevada Commission on Postsecondary Education, 3663 E. Sunset Road, Suite #201, Las Vegas, NV 89120; telephone (702) 486-7330.

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

In New Mexico, the student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone (505) 476-8400.

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

In Ohio, the student may contact the Ohio Board of Regents, 30 E. Broad Street, 36th Floor, Columbus, OH 43215-3414; telephone (614) 466-6000.

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

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

The University has established the following grading guidelines to be complied with by all faculty.

Faculty members are required to post final grades within seven days of completion of the course.

Grades withheld until payment is made.

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

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

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

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

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

You may obtain a copy of the University’s accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (602) 557-8119.

Grade Quality Points Grade Quality Points

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<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>3.67</td>
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<tr>
<td>B+</td>
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<tr>
<td>C</td>
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<td>C</td>
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<td>D</td>
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<tr>
<td>I</td>
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<tr>
<td>W/F</td>
<td>Withdrawal failing</td>
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<td>W</td>
<td>Withdrawal</td>
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<tr>
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<td>No grade awarded</td>
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<tr>
<td>NC</td>
<td>No credit</td>
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<td>AU</td>
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Note: A- is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades (College of Arts and Sciences, Education, Nursing, Counseling). Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

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

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

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

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

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

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

*I = INCOMPLETE

• Student granted extension to complete assignments.

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

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

University of Phoenix, 2011
ACADEMIC POLICIES
Students in the School of Advanced Studies programs may not attend additional courses during the incomplete extension period after being assigned a grade of incomplete "I", In Progress "IP" or In Progress Extension "IX" in any Seminars, Practicum or Internship courses.

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

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

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

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

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

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

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

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. Students who require grade verification must request an Official Grade Card or may print a grade summary from the student website. University of Phoenix students may also request a grade verification letter through University Services Support Center.

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

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

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

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

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

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

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Grade Disputes and Grade Corrections

Students should raise concerns or questions about perceived assignment and course grading errors directly with faculty promptly after receiving feedback and grades. No one other than the faculty member teaching the course may determine assignment or course grades for a student. Students are not allowed to submit extra work to raise their grade. Students' grades represent the work and knowledge level attained within the regularly scheduled course dates.

Grades on individual assignments may be changed by the faculty at anytime while the course is in session. Students' grades may not be changed by the faculty member after final grades have been submitted unless the student initiates the grade dispute process or if the faculty member determines the original grade was improperly calculated.

Students disputing a grade received may contact their Academic Representative, who will assist the student with initiating a grade dispute. However, the decision regarding whether to change the grade rests solely with the faculty member. A grade dispute must be initiated within six (6) weeks of the grade posting date. Grade disputes are not appealable beyond the campus level.

Program Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with their Academic Representative. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Diploma Application and Degree Conferral

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

Posthumous Degrees

The University may present posthumous degrees to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) of deceased students who were actively enrolled and in good academic and financial standing in a University program at the time of their death. Immediate family members include: spouse, legally recognized domestic partner of the deceased, parents, legal guardians (court document required), children (over the age of 18), and siblings.

Degree Posting

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

Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees. Students who are not eligible for graduation are notified by their Academic Representative of their degree deficiencies.
Graduation with Honors
Bachelor degree students who complete their degree program with a Program Grade Point Average of 3.85 or higher will graduate with Honors distinction. The Honors designation will appear on the University Diploma and permanent transcript.

Participation in Commencement Ceremony
Commencement ceremonies are held at each University campus. Students must also be in good academic and financial standing to be eligible for commencement participation. Associate students who have completed all but 6 credits required for their degree will be permitted to participate in the commencement ceremony. Undergraduate and Graduate students who have completed all but 9 credits required for their degree will be permitted to participate in the commencement ceremony. Doctoral students must satisfy all credit and non credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility. Certificate students should refer to their local campus for commencement eligibility.

Program Completion Deadlines
Program completion deadlines have been established for all programs offered by the University and are applicable to all continuously enrolled students. Program completion deadlines are calculated based on the first date of positive recorded attendance in the first program applicable course and are listed below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Years for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Credit Recognition)</td>
<td>within 2 years</td>
</tr>
<tr>
<td>Bachelors</td>
<td>within 8 years</td>
</tr>
<tr>
<td>Masters</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Doctoral except for PHD/IO &amp; EdS</td>
<td>within 6 years</td>
</tr>
<tr>
<td>PHD/IO</td>
<td>within 9 years</td>
</tr>
<tr>
<td>EdS</td>
<td>within 3 years</td>
</tr>
</tbody>
</table>

Disclaimer on Job Placement
The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.
Academic Quality Improvement and Outcomes

Academic Quality and Outcomes Assessment - Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University’s effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students’ educational experiences and institutional processes.

The comprehensive nature of the academic quality systems and the data produced, provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment, are used in the curriculum development process, as well as in the creation of faculty development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes Assessment

Academic quality improvement is an integral part of the organizational culture at University of Phoenix. The University’s Academic Quality Management System (AQMS) is the mechanism used to ensure that the institution is meeting its mission and purposes through continuous assessments based on a comprehensive array of quality control and assurance instruments. One major component of this system is the assessment of student learning.

Assessment of Student Learning

The University’s search for the best ways to assessment student learning and the use of the resulting evidence to guide continuous quality improvement, led to the adoptions of an academic assessment process. The process is comprised of four ongoing and iterative steps. These include:

- Prepare annual assessment plan for academic programs
- Collect and analyze student learning data
- Implement improvements based on assessment results
- Monitor effectiveness of implemented improvements

The academic assessment process provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University’s academic assessment process includes an ongoing combination of cognitive measures, such as course embedded assignments, portfolios, and exams, and affective measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide reliable evidence to support continuous improvement of academic programs.

Assessment of Students Educational Experiences and Institutional Processes

Another major component of the AQMS is the assessment of students’ educational experiences and institutional processes. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services. By performing interim program diagnoses, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from the AQMS is used formatively for assessing quality and compliance.

AQMS Measures and Instruments

Beginning of Program Survey (BOPS)

During the registration process, students are asked to provide basic background information about themselves on the BOPS. Much of the information from the BOPS is used for analyzing outreach trends and for regulatory reporting. However, the BOPS also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University by identifying their major academic and professional objectives.

Faculty Grading Practices

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

End-of-Program Survey

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

Longitudinal Research

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

Additional Research Support

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues necessary to support institutional decision-making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (e.g., marketing based on geographical analysis, etc)
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UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. Join the association and benefit from this complimentary membership and the valuable services it offers to help transform your future.

If you are interested in connecting with fellow classmates, the Alumni Directory is a great place to start. It is also the perfect avenue for discovering University of Phoenix alumni in your area or in your career field.

Complete your profile today to by logging on to your alumni website at alumni.phoenix.edu. Begin connecting with the association and your classmates, and start exploring the benefits we have to offer:

Career Resources

• **Alumni Career Center** - Alumni Career Center is powered by CareerBuilder, the largest career website in the United States. The career center is fully equipped with a wide variety of tools and resources that can help alumni market their skills to potential employers. The job search engine is filtered, only displaying positions requiring a degree.

Alumni Services

• **Alumni Directory** - The Alumni Directory connects graduates of University of Phoenix in the same industries or geographical locations and builds a foundation that promotes communication and networking.

• **Mentor Program** - One person can make a huge difference in someone’s career. Be the one. Be a mentor. The program connects students and alumni in the same field of study, industry or location. You can sign up to be a mentor today on the website.

• **Benefits & Savings** - University of Phoenix has partnered with numerous businesses to offer benefits and savings to alumni. Registered members of the Alumni Association can take advantage of the many businesses that offer special rates through the University Marketplace available through the Alumni Association website.

• **Phoenix Focus** - The University of Phoenix alumni electronic magazine helps you learn about fellow alumni who are making strides in their careers, and reports the latest on industry trends and career news. Do you have a success story to share? Drop us an email at alumni@phoenix.edu.

• **Get Connected** - Connect and network with fellow graduates. Join the Alumni Association on Facebook, LinkedIn, and Twitter.

Scholarships

• **Paying It Forward®** - Each year University of Phoenix alumni have the opportunity to nominate a deserving individual, who is not currently enrolled, for one of thirty full-tuition scholarships to pursue an undergraduate degree at University of Phoenix online or at a location nearby. Think of someone you know who could benefit from furthering his or her education, and look for the nomination application this fall.

• **Forever a Phoenix** - Just for alumni. The program awards five full-tuition scholarships towards a bachelor’s or master’s degree program. The application requirements are simple. If you are University of Phoenix alumni, who are not currently enrolled, you qualify.

Additional Information
Visit us on the Web at alumni.phoenix.edu
800.795.2586
E-mail address: alumni@phoenix.edu
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UNDERGRADUATE PROGRAMS

Admission Procedures

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

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted to the degree program.

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

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

Transcript Requests of Other Institutions

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

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

Foreign Academic Records

Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements.

All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the University of Phoenix.

An applicant submitting academic records from Albania, Algeria, Andorra, Angola, Anguilla, Antigua, Argentina, Aruba, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Barbuda, Belarus, Belgium, Belize, Benin, Bermuda, Bhutan, Bolivia, Bosnia-Herzegovina, Botswana, Brazil, British Virgin Islands, Brunei/Brunei-Darussalam, Bulgaria, Burkina Faso,Burundi, Cambodia, Cameroon, Canada, Cape Verde, Cayman Islands, Central African Republic, Chad, Chile, China, Colombia, Congo, Democratic Republic of Congo, Costa Rica, Cote d’Ivoire, Croatia, Cuba, Cyprus, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, French Guiana, French Polynesia, Gabon, Gambia, Georgia, Germany, Ghana, Greece, Grenada, Guatemala, Guinea, Guyana, Haiti, Holy See, Honduras, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Laos People’s Democratic Republic, Latvia, Lebanon, Lesotho, Liberia, Libya, Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Malawi, Malaysia, Maldives, Mali, Mauritania, Mauritius, Mexico, Republic of Moldova, Monaco, Mongolia, Montenegro, Montserrat, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, Netherland Antilles, New Caledonia, New Zealand, Nicaragua, Niger, Nigeria, Norway, Oman, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia (Russian Federation), Rwanda, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saudi Arabia, Scotland, Senegal, Serbia, Sierra Leone, Singapore, Slovakia, Slovenia, Solomon Islands, South Africa, South Korea, Spain, Sri Lanka, St. Vincent and The Grenadines, Sudan, Sweden, Switzerland, Syria, Tajikistan, Tanzania, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkey, Turks and Caicos Islands, Union of Socialist Republics (U.S.S.R.), Uganda, Ukraine, United Arab Emirates, Uruguay, Uzbekistan, Western Samoa, Venezuela, Vietnam, Yemen, Yugoslavia, Zambia or Zimbabwe may be evaluated internally by the central Office of Admissions and Evaluation or evaluated by an external evaluation service approved by the University of Phoenix. Internal evaluation practices utilized by the central Office of Admissions and Evaluation follow standards and practices defined by the National Association of Foreign Student Administrators (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain programs that lead to certification may require students to have an evaluation performed by an external evaluation agency that is approved by both the University and the state in which the student seeks certification.

Students using foreign academic records to satisfy an admission requirement will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Central Office of Admissions & Evaluation. Original academic records or copies of academic records that have been verified as authentic by the issuing institution are required to be on file prior to a student gaining unconditional admission to the University. If the academic records are in another language, a certified English translation or translation performed by the central Office of Admissions and Evaluation (Spanish and French only) is required. The University will accept translations from the issuing institution or an official translation service.
Non-Native Speakers of English

An applicant who does not have appropriate English language experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL), Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE) or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review. It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

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:

- Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- Achieved a minimum passing score of 550 on the Berlitz Online English Proficiency Exam 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.
- 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 recognized college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:

- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies
- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
- Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

Applicants who reside in Canada must meet one of the following requirements:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).
Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to complete a University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus). Students will be granted Orientation Pending (OP) admitted status once all admission documents have been received, the admission file has been reviewed and all admission requirements for the chosen program have been met. Upon successful completion of the Orientation and evaluation of all transfer credits, students on OP status will be updated and the admission status will be updated to Admitted (AM).

Attendance and participation in the Orientation is required. To successfully complete the Orientation and receive an Orientation Complete (OC) status, students must attend all three weeks and submit all assignments by the Orientation end date.

Students who do not successfully complete the Orientation will receive an Orientation Not Complete (ON) status and will remain on Orientation Pending (OP) admission status. Students will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

Orientation Extended (OX) status is only awarded to eligible students who require special accommodations. The OX status provides students with an additional 3-9 weeks to complete the Orientation Workshop. If a student does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status. Students may request additional extensions.

The Orientation must be successfully completed prior to enrollment in a credit-bearing degree applicable course.

Students, who list more than 24 previous college credits as recognized by the University on the admissions application, are not required to complete a University Orientation Workshop.

Re-entry students who were previously admitted to the University are not required to complete the Orientation upon re-entry to the University.

First-Year Sequence

The following First-Year Sequence is applicable to students starting on or after February 1, 2010. Students who begin courses prior to February 1, 2010 will not be required to complete the First-Year Sequence.

All students entering undergraduate degree programs (other than AAEE, LVN/BSN, LPN/BSN, BSN, BSED/E) who have fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the following First-Year Sequence:

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

- GEN 195 (Required as first course) ........................................... 3 credits
- Foundations of University Studies
- SCI 163 ............................................................................... 3 credits
- Elements of Health and Wellness
- FP 120 ................................................................................ 3 credits
- Essentials of Personal Finance
- COM 170 ............................................................................. 3 credits
- Elements of University Composition and Communication I

Elements of University Composition and Communication II
- PSY 211 ................................................................................ 3 credits
- Essentials of Psychology
- HUM 114 ~ (Required as last course) ................................. 3 credits
- Critical Thinking and Creative Problem Solving
- Optional Course for the First-Year Sequence:
- HUM 186 ................................................................................ 3 credits
- Media Influences on American Culture

Note: Non-Degree students may not enroll in any of the University of Phoenix or Associates First-Year Sequence courses.

Academic Progression

Students entering the University bachelor degree programs (other than AAEE, LVN/BSN, LPN/BSN, BSN, BSED/E) with fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take select courses in the business foundation. Students must have 60 credits to enroll in the major.

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

Math and English Prerequisites

In line with the mission of the University’s General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must satisfy prerequisites in the areas of math and English. Math and English prerequisites may be satisfied in one of the following ways:

- Successful completion of University of Phoenix math and English course.
- Transfer credit may be used by students who have achieved a C- or better in a comparable course of at least 2.67 semester credits completed at a regionally accredited institution. Transfer courses used to fulfill math and English prerequisites must be eligible to receive general education credit.
- Achieve a passing score on the College Mathematics CLEP exam and/or a passing score on the College Composition CLEP exam.
- Students in the state of Florida who have passed the CLAST exam will have satisfied math and English prerequisites.

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

Waivers

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information after the applicable required course of study. Students requesting course waivers must make formal written requests to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the university where the courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.
Degree Requirements

Students must complete the minimum number of upper and/or lower division credits that make up the required course of study. Completion of the Comprehensive General Education Program, including a minimum number of credits distributed among Liberal Arts and Interdisciplinary components is also required. Degree requirements may vary by program and may be found after each required course of study.

Degree Completion Options

Bachelor degree seeking students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

• Complete additional upper or lower division elective courses offered by the University of Phoenix;
• Complete approved CLEP, Excelsior, or DANTES examinations;
• Participate in the Prior Learning Assessment process as described in this catalog; or
• Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.

Students who need additional academic credits to graduate should contact an Academic representative to ensure that there is no duplication or regression of previously completed course work.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Arts and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University’s general education program embraces four goals:

• To refine students’ abilities to apply problem-solving skills in many settings and contexts.
• To promote students’ active awareness of their relationships to the natural, social, and cultural environments.
• To develop students’ appreciation for and commitment to lifelong learning.
• To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic–creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is being taken to satisfy graduation requirements, the courses being taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of traditional liberal arts categories. The number of credits required in each category varies by program and may be found after each program. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

Communication Arts, credit requirements vary by program

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program

Course work in the English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

Mathematics, credit requirements vary by program

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program

Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program

Course work in the social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.
Professional Development Component

BSB program to satisfy degree requirements. The upper division to complete other upper division elective or business credits in the filled with GEN 101 for ICS students. ICS students will be required students.

First course for all undergraduate students. It is part of the required students.

Professional Development

Additional Liberal Arts, satisfy requirements in the social sciences and humanities. Middle and general education courses which focus on human physiological processes. Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Additional Liberal Arts, credit requirements vary by program

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Interdisciplinary Component

Interdisciplinary, credit requirements vary by program

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students’ exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

Professional Development Component

Professional Development, 3 credits

GEN 300, Skills for Professional Development, is required as the first course for all undergraduate students. It is part of the required course of study. This course focuses on the knowledge and skills necessary for a returning adult student to be successful. It also introduces students to the theories of adult learning that underlie their professional programs. Note: This requirement can also be filled with GEN 101 for ICS students. ICS students will be required to complete other upper division elective or business credits in the BSB program to satisfy degree requirements. The upper division credit must be business-related for Bachelor of Science in Business students.

Integrating Component

Integrating, 3 credits

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

BUS 475, The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix’s includes courses that integrate general education principles. The University of Phoenix’s educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component.

Prior Learning Assessment

Prior Learning Assessment is a process that may save students time and money in completing a degree program. The Prior Learning Assessment process determines if learning received outside of the traditional university classroom is comparable to academic curriculum and eligible for college credit. Learning that is eligible for assessment includes: Professional Training, Licenses, course work at non-transferable institutions, and Experiential Learning Essays. Prior Learning Assessment applies only to Associate or Undergraduate degree programs. Any credit awards by assessment are limited to elective or general education requirements.

Corporate articulation provides an opportunity for students to earn up to 30 undergraduate semester credits (unless otherwise prescribed by state statutes on non-traditional credit limitations) for professional training obtained through their employer(s). Corporate training is assessed for academic equivalency to college level classroom learning. The recognition of corporate training is a concept based on accepted principles of adult learning and serves to validate the professional competence and learning experience achieved by students outside of a traditional college classroom. Credit awards are applied to associate or bachelor elective or general education areas within degree programs.

Prior Learning Credit

A maximum of 30 Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally-sponsored course work).

The University may award up to 30 undergraduate semester credits for verified college-level learning gained through experience, and submitted in the form of experiential course writing referred to as Experiential Learning Essay. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam, and professional course work and training.

Some states may have restrictive state regulations. Students should check with their Academic Advisor.
Faculty Assessment Evaluations
Portfolio evaluations are performed in accordance with the policies of the University, individual state regulatory requirements, the standards of the Council for Adult and Experiential Learning, and the Council for Higher Education Association.
The University maintains a centralized Prior Learning Assessment team within University Services which directs evaluations and controls for the assessment of prior learning for credit.
Prior Learning Assessment Submission and Posting & Fees
Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.
When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:
Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.
Transcription of Prior Learning Assessment Credits
Credits awarded are posted to student transcripts by Prior Learning Assessment. Since these credits are a permanent part of a student’s academic record, fees are non-refundable.
Privacy of Portfolio
The University considers all Prior Experiential Learning course writing and Professional Training Portfolios to be confidential. For this reason, access to portfolio submissions is limited to members of the University’s assessment and administrative staff, faculty evaluators, and members of accreditation evaluating teams. However, students may sign a release form which allows the University to use portions of the portfolio material in professional training workshops for counselors and faculty members, and as classroom examples.
Standardized Credit Recommendations
Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution’s discretion.
Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.
Estimated Program Length
To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
COLLEGES OF ARTS AND SCIENCES

Arts and Sciences is responsible for developing and offering liberal arts degree programs as well as general education courses which support the University’s undergraduate degree programs. General education course work seeks to broaden students’ outlook and to establish a strong foundation for lifelong learning. Program requirements are designed to assist students in developing communications and problem solving skills needed for professional growth, and to strengthen students’ appreciation of the larger social, political, scientific, and aesthetic culture.

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

There are three colleges in Arts and Sciences, the College of Natural Sciences, College of Humanities, and the College of Social Sciences. Arts and Sciences faculty hold graduate degrees and have completed substantial graduate level study appropriate to the academic field in which they are teaching. In addition, many Arts and Sciences faculty members have extensive practical experience in relevant professions.

COLLEGE OF HUMANITIES

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

Bachelor of Science in Communication

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

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration.

The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

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

BS/COM Required Course of Study

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

GEN 300 ................................................................. 3 credits
Skills for Professional Development
COM 100 ~ ............................................................. 3 credits
Introduction to Communication
COM 200 ~ ............................................................. 3 credits
Foundations of Interpersonal Communication
COM 225 ~ ............................................................. 3 credits
Foundations of Mass Communication
COM 310 ~ ............................................................. 3 credits
Communications: Theories and Practice
COM 330 ~ ............................................................. 3 credits
Small Groups and Team Communication
COM 350 ~ ............................................................. 3 credits
Organizational Communication
COM 360 ~ ............................................................. 3 credits
Intercultural Communication
COM 400 ~ ............................................................. 3 credits
Media and Society
COM 440 ~ ............................................................. 3 credits
Communication Law
COM 450 ~ ............................................................. 3 credits
Ethics and Communication
COM 470 ~ ............................................................. 3 credits
Mediation and Conflict Resolution
COM 480 ~ ............................................................. 3 credits
Communication Capstone Course
Concentration in Communication and Technology

The concentration in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-com-ct.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 205</td>
<td>3</td>
</tr>
<tr>
<td>Computers and Information Processing</td>
<td></td>
</tr>
<tr>
<td>COM 420</td>
<td>3</td>
</tr>
<tr>
<td>Creativity &amp; Communication</td>
<td></td>
</tr>
<tr>
<td>VCT 235</td>
<td>3</td>
</tr>
<tr>
<td>Image Editing &amp; Implementation</td>
<td></td>
</tr>
<tr>
<td>VCT 310</td>
<td>3</td>
</tr>
<tr>
<td>Web Design</td>
<td></td>
</tr>
<tr>
<td>VCT 320</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Publishing</td>
<td></td>
</tr>
<tr>
<td>VCT 420</td>
<td>3</td>
</tr>
<tr>
<td>Multimedia Development</td>
<td></td>
</tr>
</tbody>
</table>

Concentration in Culture and Communication

The concentration in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-com-cc.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 262</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary American Society</td>
<td></td>
</tr>
<tr>
<td>SOC 333</td>
<td>3</td>
</tr>
<tr>
<td>Genders in Society</td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>3</td>
</tr>
<tr>
<td>The Peoples and Cultures of Asia</td>
<td></td>
</tr>
<tr>
<td>SOC 337</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Latin American Society</td>
<td></td>
</tr>
<tr>
<td>SOC 338</td>
<td>3</td>
</tr>
<tr>
<td>The African American Experience</td>
<td></td>
</tr>
<tr>
<td>COM 403</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Communication in a Diverse Society</td>
<td></td>
</tr>
</tbody>
</table>

Degree Completion Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.
  - The diploma awarded for this program will read as: Bachelor of Science in Communication and will not reflect the concentrations. The Concentrations are reflected on the transcript only.

General Education Requirements for the BS/COM

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Science/Technology</td>
<td>6</td>
</tr>
</tbody>
</table>

Must include at least 3 credits in the physical or biological sciences

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for BS/COM

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

- GEN 195 will be required as the first course in the First-Year Sequence.

- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.

- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements for BS/COM

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 27 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: GEN 300, COM 480

Bachelor of Arts in English

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

The Bachelor of Arts in English degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the degree may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in English and Literature at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student’s breadth of learning. The degree will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The Bachelor of Arts in English is designed to provide students with a comprehensive understanding of rhetoric, literature, and writing. Students will choose from topics in American and English literature, writing essentials, linguistics, and poetry, literary masterpieces, and technical writing.

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/ba-eng.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
### BA/ENG Required Course of Study - English Major

**GEN 200** ................................................................. 3 credits  
**Foundations for General Education and Professional Success**

#### Major Courses-Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 125</td>
<td>Literature in Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 106</td>
<td>Survey of Literary Masterpieces</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Mythology in Literature and Life</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 157</td>
<td>Multicultural Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 215</td>
<td>Effective Academic Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>COMM 251</td>
<td>Rhetoric and Critical Thinking</td>
<td>3 credits</td>
</tr>
<tr>
<td>HUM 150</td>
<td>Students must complete at least three credits from the list below: 3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 135</td>
<td>Introduction to Film Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Essentials of Contemporary Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 290</td>
<td>Technical Writing Fundamentals</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 491</td>
<td>American Literature to 1860</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 493</td>
<td>English Literature to 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 301</td>
<td>American Ethic Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Poetry and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 340</td>
<td>Creative Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Applied Linguistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 492</td>
<td>American Literature since 1860</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 494</td>
<td>American Literature since 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 495</td>
<td>American Autobiography</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 304</td>
<td>Shakespeare</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 308</td>
<td>American Autobiography</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 492</td>
<td>American Literature since 1860</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 494</td>
<td>American Literature since 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 495</td>
<td>English Literature since 1800</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 308</td>
<td>American Autobiography</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 492</td>
<td>Advance Creative Writing</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

#### ENG 496 ~ .............................................................. 3 credits  
**African American Literature**

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

#### Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

#### Electives -24 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Arts in English degree.

### Additional Admission Requirements BA/ENG

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

### Degree Requirements for the BA/ENG

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - Completion of a fifteen (15) credit Focus Study.
  - A minimum grade point average (GPA) of 2.0.
  - Students may choose additional elective credits to fulfill upper division and elective requirements.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.
  - The diploma awarded for this program will read as: Bachelor of Arts in English and will not reflect the Focus Study.

### General Education Requirements for the BA/ENG

- **Communication Arts Requirement(s)** 6 credits  
  Must include COMM 215 or equivalent
- **Mathematics Requirement(s)** 6 credits  
  Must include MTH 209
- **Social Science Requirement(s)** 6 credits
- **Science & Technology Requirement(s)** 6 credits  
  Must include 3 credits in the physical or biological sciences
- **Humanities Requirement(s)** 6 credits
- **NTP Foreign Language Exams may be used to satisfy foreign language requirements.**
- **Foreign Language Requirement(s)** 6 credits
- **Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.**
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Academic Progression Requirements for the BA/ENG**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Students must declare a Focus Study within 84 applied credits of program requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Residency Requirements and Course Waivers for the BA/ENG**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the major. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the major, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived:
- GEN 200

The following courses in the required course of study may not be waived:
- GEN 200
The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

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

**Bachelor of Science in Psychology**

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

The Bachelor of Science in Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-p.

**BSP Required Course of Study**

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

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

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

**Additional Admission Requirements for the BS/P**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

**Degree Completion Requirements for the BS/P**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 51 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.

**General Education Requirements for the BS/P**

- A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

  - Communication Arts Requirement(s) 6 credits
  - Humanities Requirement(s) 6 credits
  - Mathematics Requirement(s) 6 credits
  - Science & Technology Requirement(s) 6 credits
  - Social Science Requirement(s) 6 credits
  - Interdisciplinary Requirement(s) 18 credits
  - Additional Liberal Arts Requirement(s) 6 credits

  *Must include at least three (3) credits in the physical or biological sciences*
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Academic Progression Requirements for the BS/P**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Residency Requirements and Course Waivers for the BS/P**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 24 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the major, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the major. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the major, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 300, PSY 490.
The Bachelor of Science in Human Services

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

The Bachelor of Science in Human Services is intended to give graduates knowledge and basic skills to work in the human services industry. The Bachelor of Science in Human Services is an integrated program combining academic instruction in the foundations of human services such as counseling, social work, psychology, and necessary skills for students whose goal is a career in the growing field of human services. This major is designed to be an applied degree, which teaches strategies and techniques of intervention and good management practices for intervention at individual, family, group, organization, and community levels. Human services graduates are prepared to provide services in a variety of community settings. This program takes an interdisciplinary approach to the development of a student’s knowledge and skills and provides instruction in four major areas: theoretical foundations, diversity and population needs, research and program evaluation, and intervention methods and skills. Students obtain a background in social work, enabling them to work in managed care, government agencies, and other provider organizations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bshs.

Required Course of Study for the BSHS

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

BSHS 301 ~ Introduction to Human Services
BSHS 311 ~ Models of Effective Helping
BSHS 321 ~ Communication Skills for the Human Services Professional
BSHS 331 ~ Professional, Ethical, and Legal Issues in Human Services
BSHS 341 ~ Field Experience/Part I
BSHS 351 ~ Technology in Human Services
BSHS 361 ~ Child Development
BSHS 371 ~ Adult and Family Development
BSHS 381 ~ Research and Statistics for the Social Sciences
BSHS 391 ~ Lifelong Learning and Professional Development
BSHS 401 ~ Case Management

BSHS 411 ~ Field Experience/Part II
BSHS 421 ~ Cultural Diversity and Special Populations
BSHS 431 ~ Dependency and Addictions
BSHS 441 ~ Advocacy and Mediation
BSHS 451 ~ Program Design and Proposal Writing
BSHS 461 ~ Building Community in Organizations
BSHS 471 ~ Mental Health and Crisis Intervention Practices
BSHS 481 ~ Working with Groups
BSHS 491 ~ Field Experience/Part III
GEN 480 ~

Interdisciplinary Capstone Course

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

Additional Admission Requirements for the BSHS

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSHS

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 63 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.00.
  • A minimum of 120 total credits that include a minimum of 63 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

General Education Requirements for the BSHS

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Mathematics, 6 credits
Science and Technology, 6 credits
*Must include at least three credits in physical or biological sciences
Humanities, 6 credits
Social Science, 6 credits
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 15 credits
Professional Development, 3 credits

BSHS 301 is completed as part of the required course of study
Integrating, 3 credits
GEN 480 is completed as part of the required course of study

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSHS

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSHS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix

Students in this program may waive a maximum of 33 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course, which meets the following criteria:

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

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to 30 credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: BSHS 301, BSHS 341, BSHS 411, BSHS 491, GEN 480
The Bachelor of Science in Human Services/Management

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

The Bachelor of Science in Human Services/Management program prepares graduates by giving them knowledge and basic administration skills to work in the human services industry. The Bachelor of Science in Human Services/Management is an integrated program combining academic instruction in the foundations of human services with the management skills of planning, organizing, leading, assessing, and evaluating. BSHS/M students prepare for careers in management in the growing field of human services. This program is designed to be an applied degree that includes teaching in the human services setting and techniques of good management practices. Graduates will be prepared to use sound management practices in a variety of human services settings.

This undergraduate degree program has a 60-credit major course of study. In addition, students must satisfy general education and elective requirements to meet the 120-credit minimum required for completion of the degree.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bshs-m.

Required Course of Study for the BSHS/M

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSHS 302 Introduction to Human Services</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 322 Communication Skills for the Human Services Professional</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 331 Organizational Behavior</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 312 Models of Effective Helping</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 330 Management: Theory, Practice and Application</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 342 Human Lifespan Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 350 Critical Thinking; Strategies in Decision Making</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 402 Case Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 332 Professional, Ethical, and Legal Issues in Human Services</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 449 Quality Management and Productivity</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 324 Financial Analysis for Managers I</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 442 Advocacy and Mediation</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 428 Organizational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 352 Technology in Human Services</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 422 Cultural Diversity and Special Populations</td>
<td>3 credits</td>
</tr>
<tr>
<td>MKT 421 Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSHS 462 Building Community in Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEN 480 Program Design and Proposal Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>Interdisciplinary Capstone Course</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

Additional Admission Requirements of the BSHS/M

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSHS/M

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts, 6 credits
- Mathematics, 6 credits
- Science and Technology, 6 credits

Must include at least three credits in the physical or biological sciences:

- Humanities, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 3 credits
- Interdisciplinary Requirements, 15 credits
- Professional Development, 3 credits

BSHS 302 is completed as part of the required course of study.

Integrating, 3 credits

GEN 480 is completed as part of the required course of study.

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Degree Requirements for the BSHS/M

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits.
• A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
• A minimum grade point average (GPA) of 2.0.
• A minimum of 120 total credits that include a minimum of 60 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

Academic Progression Requirements for the BSHS/M

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others:
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSHS/M

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: BSHS 302, GEN 480.
The foundation of today’s technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem solving skills that form the basis for lifelong learning.

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

**Bachelor of Science in Environmental Science**

The following Bachelor of Science in Environmental Science (BS/EVS) program is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus for more information, please visit our website at http://www.phoenix.edu/programs/bs-evs.

The Bachelor of Science degree with primary majors in natural sciences and history is designed to provide students interested in teaching in elementary, secondary, or postsecondary education with substantive academic content in biology, environmental science, or history as the discipline of their choice. The degree prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. Secondary concentrations are designed to provide an interdisciplinary component that will increase the student’s breadth of learning. The degree will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity.

The Bachelor of Science in Environmental Science is designed to provide students with a comprehensive understanding of the relationship between scientific principles and the environment. Topics will include biological and ecological fundamentals, the environment and society, environmental management and law, global health, risk assessment, ethics, and technology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-evs.

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

**BS/EVS Required Course of Study - Environmental Science Major**

- GEN 200 ................................................................. 3 credits
  Foundations for General Education and Professional Success

**Major Courses-Lower Division**

- BIO 101 ~ .............................................................. 3 credits
  Principles of Biology

**Primary Majors in Natural Science**

- GEN 200 ................................................................. 3 credits
- GEN 300 ................................................................. 3 credits
- GEN 400 ................................................................. 3 credits
- ECO 101 ................................................................. 3 credits
- ECO 201 ................................................................. 3 credits
- ECO 301 ................................................................. 3 credits
- ECO 401 ................................................................. 3 credits
- GLG 200 ................................................................. 3 credits
- GLG 300 ................................................................. 3 credits
- GLG 400 ................................................................. 3 credits
- ENV 100 ................................................................. 3 credits
- ENV 200 ................................................................. 3 credits
- ENV 300 ................................................................. 3 credits
- ENV 400 ................................................................. 3 credits
- ENV 500 ................................................................. 3 credits
- ENV 600 ................................................................. 3 credits
- ENV 700 ................................................................. 3 credits
- ENV 800 ................................................................. 3 credits
- ENV 900 ................................................................. 3 credits
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- ENV 3000 .............................................................. 3 credits
- ENV 4000 .............................................................. 3 credits
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- ENV 6000 .............................................................. 3 credits
- ENV 7000 .............................................................. 3 credits
- ENV 8000 .............................................................. 3 credits
- ENV 9000 .............................................................. 3 credits
- ENV 10000 ........................................................... 3 credits
- ENV 20000 ........................................................... 3 credits
- ENV 30000 ........................................................... 3 credits
- ENV 40000 ........................................................... 3 credits
- ENV 50000 ........................................................... 3 credits
- ENV 60000 ........................................................... 3 credits
- ENV 70000 ........................................................... 3 credits
- ENV 80000 ........................................................... 3 credits
- ENV 90000 ........................................................... 3 credits

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

**Major Courses-U dine Division**

- GEN 200 ................................................................. 3 credits
- GEN 300 ................................................................. 3 credits
- GEN 400 ................................................................. 3 credits
- ECO 101 ................................................................. 3 credits
- ECO 201 ................................................................. 3 credits
- ECO 301 ................................................................. 3 credits
- ECO 401 ................................................................. 3 credits
- GLG 200 ................................................................. 3 credits
- GLG 300 ................................................................. 3 credits
- GLG 400 ................................................................. 3 credits
- ENV 100 ................................................................. 3 credits
- ENV 200 ................................................................. 3 credits
- ENV 300 ................................................................. 3 credits
- ENV 400 ................................................................. 3 credits
- ENV 500 ................................................................. 3 credits
- ENV 600 ................................................................. 3 credits
- ENV 700 ................................................................. 3 credits
- ENV 800 ................................................................. 3 credits
- ENV 900 ................................................................. 3 credits
- ENV 1000 .............................................................. 3 credits
- ENV 2000 .............................................................. 3 credits
- ENV 3000 .............................................................. 3 credits
- ENV 4000 .............................................................. 3 credits
- ENV 5000 .............................................................. 3 credits
- ENV 6000 .............................................................. 3 credits
- ENV 7000 .............................................................. 3 credits
- ENV 8000 .............................................................. 3 credits
- ENV 9000 .............................................................. 3 credits

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

**Public Policy Analysis**

- GEN 200 ................................................................. 3 credits
- GEN 300 ................................................................. 3 credits
- GEN 400 ................................................................. 3 credits
- ECO 101 ................................................................. 3 credits
- ECO 201 ................................................................. 3 credits
- ECO 301 ................................................................. 3 credits
- ECO 401 ................................................................. 3 credits
- GLG 200 ................................................................. 3 credits
- GLG 300 ................................................................. 3 credits
- GLG 400 ................................................................. 3 credits
- ENV 100 ................................................................. 3 credits
- ENV 200 ................................................................. 3 credits
- ENV 300 ................................................................. 3 credits
- ENV 400 ................................................................. 3 credits
- ENV 500 ................................................................. 3 credits
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- ENV 7000 .............................................................. 3 credits
- ENV 8000 .............................................................. 3 credits
- ENV 9000 .............................................................. 3 credits

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

**Major Courses-U dine Division**

- GEN 200 ................................................................. 3 credits
- GEN 300 ................................................................. 3 credits
- GEN 400 ................................................................. 3 credits
- ECO 101 ................................................................. 3 credits
- ECO 201 ................................................................. 3 credits
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- ENV 4000 .............................................................. 3 credits
- ENV 5000 .............................................................. 3 credits
- ENV 6000 .............................................................. 3 credits
- ENV 7000 .............................................................. 3 credits
- ENV 8000 .............................................................. 3 credits
- ENV 9000 .............................................................. 3 credits

**Courses requiring prerequisites are identified by a ~ symbol following the course number.**
Focus Study -15 credits
To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives -27 credits
Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Environmental Science degree.

Additional Admission Requirements BS/EVS
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

Degree Requirements for the BS/EVS
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • All students must meet the General Education areas approved by the university.
  • Completion of a fifteen (15) credit Focus Study.
  • A minimum grade point average (GPA) of 2.0.
  • Students may choose additional elective credits to fulfill upper division and elective requirements.
  • All undergraduate students are required to complete the minimum general education credits required by their program version.
  • The diploma awarded for this program will read as: Bachelor of Science in Environmental Science and will not reflect the Focus Study.

General Education Requirements for the BS/EVS
Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher
Mathematics Requirement(s) 9 credits
Must include MTH 209 and STAT 167, equivalent or higher
Social Science Requirement(s) 6 credits
Science & Technology Requirement(s) 6 credits
Must include at least three credits in the physical or biological sciences
Humanities Requirement(s) 6 credits
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BS/EVS
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study. Students must declare a Focus Study within 84 applied credits of program.
Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BS/EVS
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the major, the student must have completed a previous course which meets the following criteria:
The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the major. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the major, a student must have completed a previous course which meets the following criteria:

The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.

The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: GEN 200

The Bachelor of Science in Health Administration

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

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care area. Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.

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

**BSHA Foundation Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
<td>3</td>
</tr>
<tr>
<td>HCS 212</td>
<td>Health Care Vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>HCS 255</td>
<td>Health Care Delivery in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HCS 245</td>
<td>Introduction to Health and Disease</td>
<td>3</td>
</tr>
</tbody>
</table>

**BSHA Required Course of Study**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 320</td>
<td>Health Care Communication Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HCS 325</td>
<td>Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HCS 335</td>
<td>Health Care Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>HCS 341</td>
<td>Human Resources in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCS 430</td>
<td>Leadership and Performance Development</td>
<td>3</td>
</tr>
<tr>
<td>HCS 440</td>
<td>Legal Issues in Health Care: Regulation and Compliance</td>
<td>3</td>
</tr>
<tr>
<td>HCS 451</td>
<td>Health Care Policy: The Past and the Future</td>
<td>3</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/bsha-hm.
The University of Phoenix, 2011

COLLEGE OF NATURAL SCIENCES

HCS 446 ~ .............................................................. 3 credits
Facility Planning
HCS 449 ~ .............................................................. 3 credits
Health Administration Capstone

Concentration in Emergency Management
This concentration is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

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-bsba-em.

EMC 310 ~ .............................................................. 3 credits
Principles of Emergency Management
EMC 330 ~ .............................................................. 3 credits
Political and Policy Issues for Emergency Management
EMC 340 ~ .............................................................. 3 credits
Emergency Services and the Community
EMC 350 ~ .............................................................. 3 credits
Managing Emergency Response Operations
EMC 320 ~ .............................................................. 3 credits
Emergency Preparedness and Planning
HCS 449 ~ .............................................................. 3 credits
Health Administration Capstone

Concentration in Long Term Care
This concentration is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs-bsba-ltc.

HCS 433 ~ .............................................................. 3 credits
Dimensions of Health and the Older Adult
LTC 310 ~ .............................................................. 3 credits
Social and Community Related Programs and Services
HCS 437 ~ .............................................................. 3 credits
Long-term Care Administration
LTC 315 ~ .............................................................. 3 credits
Alternative Living Environments
LTC 328 ~ .............................................................. 3 credits
Legal Perspectives in Aging
HCS 449 ~ .............................................................. 3 credits
Health Administration Capstone

Concentration in Health Information Systems
This concentration is designed for individuals that want to work with information technology in health care. Focus is on database concepts as well as information network and system design.

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-bsba-his.

HCIS 410 ~ .............................................................. 3 credits
Project Planning and Implementation in Health Care
DBM 381 ~ .............................................................. 3 credits
Database Concepts
NTC 361 ~ .............................................................. 3 credits
Network and Telecommunications Concepts
BSA 376 ~ .............................................................. 3 credits
Systems Analysis and Design
HCIS 420 ~ .............................................................. 3 credits
Information Systems Risk Management in Health Care
HCS 449 ~ .............................................................. 3 credits
Health Administration Capstone

For flexibility in scheduling courses to satisfy CMGT 410 and CMGT 442 within the BSHA/HIS requirements, the following course options are permitted to be scheduled: HCIS 410 and HCIS 420.

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

Additional Admission Requirements BSHA
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants must be currently employed or have access to a work environment.
• Applicants to the Emergency Management concentration (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Degree Requirements for the BSHA
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 48 upper division credits
  • A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
• A minimum program grade point average (GPA) of 2.0.
• Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
• Students will declare a concentration at the time of enrollment.
• The diploma awarded for this programs will read as: Bachelor of Science in Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.
General Education Requirements for the BSHA

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

Communication Arts Requirement(s): 6 credits
Mathematics Requirement(s): 6 credits
Science & Technology Requirement(s): 6 credits
Must include at least 3 credits in the physical or biological sciences
Humanities Requirement(s): 6 credits
Social Science Requirement(s): 6 credits
Additional Liberal Arts Requirement(s): 6 credits
Interdisciplinary Requirement(s): 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSHA

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years (5 years for Information Security & Technology courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

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

The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement. The following courses in the required course of study may not be waived: GEN 200, HCS 449

**COLLEGE OF CRIMINAL JUSTICE AND SECURITY**

The College of Criminal Justice and Security prepares students for professional and management-related careers in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students.

It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

**Bachelor of Science in Criminal Justice Administration**

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

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bcja.

**Concentration in Human Services**

The BSCJA Human Services concentration is intended to give grad-
uates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular concentration represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-hs.

BSHS 311 ~ ................................................................. 3 credits
Models of Effective Helping
BHS 401 ~ ................................................................. 3 credits
Case Management
BSHS 441 ~ ................................................................. 3 credits
Advocacy and Mediation
BSHS 471 ~ ................................................................. 3 credits
Mental Health and Crisis Intervention Practices
CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

Concentration in Management
The BSCJA Management concentration is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of criminal justice system. The courses included in this degree concentration focus primarily on the management and administration skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-ih.

HCS 310 ~ ................................................................. 3 credits
Health Care Delivery in the United States
HCS 330 ~ ................................................................. 3 credits
Introduction to Health and Disease
HCS 430 ~ ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 455 ~ ................................................................. 3 credits
Health Care Policy: The Past and the Future
CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

Concentration in Institutional Healthcare
The BSCJA Institutional Health Care concentration addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system. 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-th.

Additional Admission Requirements for the BSCJA
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BSCJA
A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:
- Communication Arts, 6 credits
- Mathematics, 6 credits
- Science and Technology, 6 credits
- Must include at least three credits in physical or biological sciences
- Humanities, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 6 credits
- Interdisciplinary Requirements, 18 credits
- Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Degree Requirements for the BSCJA
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
• A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
• A minimum program grade point average (GPA) of 2.0.
• Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
• Students will declare a concentration at the time of enrollment.
• The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

**Academic Progression Requirements for the BSCJA**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

**Residency Requirements and Course Waivers for the BSCJA**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

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

- The course must have been completed and transcripts from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years (5 years for Information Security and Technology courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credit, up to 30 credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 200, CJA 484
The Bachelor of Science in Organizational Security and Management

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

The Bachelor of Science in Organizational Security and Management degree is designed to address an increasing national and international need for greater technical competence and professionalism in the security industry. The distinctions between the roles of criminal justice agencies and private security organizations are recognized and the degree program provides the required knowledge for a student to develop competency and management skills in organizational security. While the program includes courses in Terrorism and Homeland Security, it also recognizes the depth and breadth of the discipline and provides a variety of courses designed to expose students to the entire spectrum of the security profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-osm.

Required Course of Study for the BS/OSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of “C-” for successful completion are identified by a + symbol following the course number.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 300</td>
<td>3 credits</td>
</tr>
<tr>
<td>Skills for Professional Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 310</td>
<td>3 credits</td>
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<tr>
<td>Introduction to Organizational Security and Management</td>
<td>3 credits</td>
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<tr>
<td>SEC 320</td>
<td>3 credits</td>
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<tr>
<td>Survey of Security Specializations</td>
<td>3 credits</td>
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<tr>
<td>CIS 319</td>
<td>3 credits</td>
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<tr>
<td>Computers and Information Processing</td>
<td>3 credits</td>
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<tr>
<td>MGT 431</td>
<td>3 credits</td>
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<tr>
<td>Human Resources Management</td>
<td>3 credits</td>
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<tr>
<td>SEC 340</td>
<td>3 credits</td>
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<tr>
<td>Criminology and the Criminal Justice System</td>
<td>3 credits</td>
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<tr>
<td>SEC 360</td>
<td>3 credits</td>
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<tr>
<td>Interpersonal Communications</td>
<td>3 credits</td>
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<tr>
<td>SEC 390</td>
<td>3 credits</td>
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<tr>
<td>Organizational Behavior and Management</td>
<td>3 credits</td>
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<td>SEC 370</td>
<td>3 credits</td>
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<tr>
<td>The Administration Process</td>
<td>3 credits</td>
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<td>SEC 330</td>
<td>3 credits</td>
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<tr>
<td>Industrial Safety</td>
<td>3 credits</td>
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<tr>
<td>SEC 350</td>
<td>3 credits</td>
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<tr>
<td>Legal and Regulatory Issues in Security Management</td>
<td>3 credits</td>
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<tr>
<td>SEC 400</td>
<td>3 credits</td>
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<tr>
<td>Threat and Vulnerability Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 430</td>
<td>3 credits</td>
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<tr>
<td>Principles of Investigation</td>
<td>3 credits</td>
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<tr>
<td>SEC 440</td>
<td>3 credits</td>
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<tr>
<td>Security of Information Systems and Technology</td>
<td>3 credits</td>
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<tr>
<td>SEC 410</td>
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<tr>
<td>Physical Security</td>
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<tr>
<td>SEC 420</td>
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<td>Personal Security</td>
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<tr>
<td>SEC 450</td>
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<tr>
<td>Global Security Issues</td>
<td>3 credits</td>
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<td>SEC 460</td>
<td>3 credits</td>
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<tr>
<td>Terrorism</td>
<td>3 credits</td>
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<tr>
<td>SEC 470</td>
<td>3 credits</td>
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<tr>
<td>Homeland Security and Interagency Response</td>
<td>3 credits</td>
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<tr>
<td>SEC 480</td>
<td>3 credits</td>
</tr>
<tr>
<td>Capstone Course</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

Additional Admission Requirements for the BS/OSM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

General Education Requirements for the BS/OSM

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Mathematics, 6 credits
Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits
Social Science, 6 credits
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 15 credits
Professional Development, 3 credits

GEN 300 is completed as part of the required course of study

Integrating, 3 credits

SEC 480 is completed as part of the required course of study

Students who lack 67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Degree Requirements for the BS/OSM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
A minimum of 120 total credits that include a minimum of 57 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

If student fails to complete SEC 480 with a “C-“ or better, the student must retake the course to satisfy the degree requirement.

Academic Progression Requirements for the BS/OSM

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BS/OSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 300, SEC 480

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Undergraduate Business and Management works closely with other academic colleges to provide and administer academic courses in other business related fields. In cooperation with the College of Information Systems and Technology (IS&T), the College of Undergraduate Business and Management provides select IS&T courses in the e-Business and Information Systems major. The college also works cooperatively with the Colleges of Arts and Sciences to give breadth to the undergraduate learning experience through the integration of general education and professional course work.

The Bachelor of Science in Business

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

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

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

BSB Program Category Requirements - A Track and B Track

Introductory Course, 3 total credits

GEN 200 (For A Track only) ................................. 3 credits
Foundations for General Education and Professional Success

GEN 195 (For B Track only) ................................. 3 credits
Foundations of University Studies

Communications, 3 total credits

BCOM 275 ~ .................................................... 3 credits
Business Communications and Critical Thinking

Business Information Systems, 3 total credits

BIS 220 ~ ....................................................... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 230 ~ ...................................................... 3 credits
Management Theory and Practice

MGT 311 ~ ...................................................... 3 credits
Organizational Development

Accounting, 6 total credits

ACC 290 ~ ...................................................... 3 credits
Principles of Accounting I

ACC 291 ~ ...................................................... 3 credits
Principles of Accounting II

Ethics & Social Responsibility, 3 total credits

ETH 316 ~ ..................................................... 3 credits
Ethics and Social Responsibility

Economics, 6 total credits

ECO 372 ~ .................................................... 3 credits
Principles of Macroeconomics

ECO 365 ~ .................................................... 3 credits
Principles of Microeconomics

Business Law, 3 total credits

LAW 421 ~ ................................................... 3 credits
Contemporary Business Law

Finance, 3 total credits

FIN 370 ~ .................................................... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .................................................... 3 credits
Marketing

Research and Statistics, 6 total credits

RES 351 ~ .................................................... 3 credits
Business Research

QNT 351 ~ ................................................... 3 credits
Quantitative Analysis for Business

Business Capstone, 3 total credits

BUS 475 ~ ................................................... 3 credits
Integrated Business Topics

Students must select one concentration in a particular area of study at the time of enrollment. Students may also complete an additional concentration. Please contact your academic representative for more information.

Accounting Concentration

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge and skills necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-acc.

ACC 349 ~ .................................................... 3 credits
Cost Accounting

ACC 421 ~ .................................................... 3 credits
Intermediate Financial Accounting I

ACC 422 ~ .................................................... 3 credits
Intermediate Financial Accounting II

ACC 423 ~ .................................................... 3 credits
Intermediate Financial Accounting III

ACC 497 ~ ................................................... 3 credits
Advanced Topics in Accounting Research
The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

**Administration Concentration**

The Business Administration concentration is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration concentration examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-a.

ACC 400 ~ ................................................................. 3 credits
Accounting for Decision Making
MGT 448 ~ ................................................................. 3 credits
Global Business Strategies

Students must choose three of the following courses:

ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I
BSA 375 ~ ................................................................. 3 credits
Fundamentals of Business Systems Development
EBUS 405 ~ ................................................................. 3 credits
E-Business Technologies
ISCOM 472 ~ ................................................................. 3 credits
Lean Enterprise
MKT 441 ~ ................................................................. 3 credits
Marketing Research
MGT 437 ~ ................................................................. 3 credits
Project Management

**Finance Concentration**

The Finance Concentration emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Concentration allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application. Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data. Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-f.

FIN 419 ~ ................................................................. 3 credits
Finance for Decision Making
FIN 486 ~ ................................................................. 3 credits
Strategic Financial Management

Students must choose three of the following courses:

FIN 366 ~ ................................................................. 3 credits
Financial Institutions
FIN 375 ~ ................................................................. 3 credits
Financial Management in the Small Business
FIN 402 ~ ................................................................. 3 credits
Investment Fundamentals and Portfolio Management
FIN 410 ~ ................................................................. 3 credits
Working Capital Management
FIN 415 ~ ................................................................. 3 credits
Corporate Risk Management
FIN 420 ~ ................................................................. 3 credits
Personal Financial Planning
FIN 444 ~ ................................................................. 3 credits
Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ~ ................................................................. 3 credits
Real Estate Investment

**Global Management Concentration**

The Global Business concentration emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a global mindset and reflects the dynamic nature of global business realities.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-gm.

GBM 380 ~ ................................................................. 3 credits
Global Business
GBM 381 ~ ................................................................. 3 credits
International Trade
HRM 350 ~ ................................................................. 3 credits
International Human Resource Management
ISCOM 383 ~ ................................................................. 3 credits
Global Value Chain Management
GBM 489 ~ ................................................................. 3 credits
Strategic Topics in Global Business Management

**Sustainable Enterprise Management Concentration**

The Sustainable Enterprise Management concentration will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, and sustainable management techniques. Upon completion of this program students will possess the knowledge and skills needed to manage business enterprises for a sustainable future.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sm.

MGT 360 ~ ................................................................. 3 credits
Green and Sustainable Enterprise Management

MGT 470 ~ ................................................................. 3 credits
Sustainable Enterprise Planning

Students must choose three of the following courses:

BUS 327 ~ ................................................................. 3 credits
The Sustainable Organization

BUS 372 ~ ................................................................. 3 credits
Business Sustainability Standards

ECO 370 ~ ................................................................. 3 credits
Environmental Economics

MGT 380 ~ ................................................................. 3 credits
Organizational Change Management

MGT 403 ~ ................................................................. 3 credits
Environmental Management Systems

MKT 411 ~ ................................................................. 3 credits
Green Marketing

**Human Resource Management Concentration**

The Human Resource Management Concentration helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The concentration addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Concentration introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-sm.

HRM 300 ~ ................................................................. 3 credits
Fundamentals of Human Resource Management

HRM 498 ~ ................................................................. 3 credits
Strategic Human Resource Management and Emerging Issues

Students must choose three of the following courses:

HRM 310 ~ ................................................................. 3 credits
Change Management

HRM 324 ~ ................................................................. 3 credits
Total Compensation

HRM 326 ~ ................................................................. 3 credits
Employee Development

HRM 420 ~ ................................................................. 3 credits
Human Resource Risk Management

MGT 434 ~ ................................................................. 3 credits
Employment Law

**Management Concentration**

The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-m.

PHL 458 ~ ................................................................. 3 credits
Creative Minds and Critical Thinking

MGT 498 ~ ................................................................. 3 credits
Strategic Management

Students must choose three of the following courses:

HRM 300 ~ ................................................................. 3 credits
Fundamentals of Human Resource Management

HRM 326 ~ ................................................................. 3 credits
Employee Development

LDR 300 ~ ................................................................. 3 credits
Innovative Leadership

MGT 360 ~ ................................................................. 3 credits
Green and Sustainable Enterprise Management

MGT 411 ~ ................................................................. 3 credits
Innovative and Creative Business Thinking

MGT 426 ~ ................................................................. 3 credits
Managing Change in the Workplace

OIR 361 ~ ................................................................. 3 credits
Innovation, Design, and Creativity for a Competitive Advantage

**Marketing Concentration**

The Marketing Concentration addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing concentration builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-mkt.

MKT 435 ~ ................................................................. 3 credits
Consumer Behavior

MKT 498 ~ ................................................................. 3 credits
Integrated Marketing Strategies
Students must choose three of the following courses:

- COM 340 - 3 credits
- Mass Communication
- COM 400 - 3 credits
- Media and Society
- MKT 438 - 3 credits
- Public Relations

**Project Management Concentration**

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-pm.

- CPMGT 300 - Project Management 3 credits
- CPMGT 301 - Strategic Portfolio and Project Management 3 credits
- CPMGT 302 - Procurement and Risk Management 3 credits
- CPMGT 303 - Project Estimating and Control Techniques 3 credits
- CPMGT 305 - Project Management Capstone 3 credits

**Public Sector Concentration**

The Public Sector concentration focuses on the efficient and effective utilization of public resources to achieve the public purpose within a state, local, or not-for-profit environment. The concentration emphasizes the foundations of public policy, program development, implementation and valuation, human resources and labor relations, and public finance. Students will develop powerful leadership skills enabling them to successfully manage complex public programs.

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-ps.

- BPA 303 - Public Programs: Implementation and Evaluation in a Dynamic Environment 3 credits
- BPA 406 - The Public Leader: Integration and Application 3 credits

**Small Business Management & Entrepreneurship Concentration**

The Small Business Management concentration provides students with a course framework built around small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Within the concentration, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneurship studies as a function of their concentration electives. Students graduating with the Small Business Management concentration will be prepared to 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/bsb-sbe.

- MGT 401 - The Small Business: Structure, Planning and Funding 3 credits
- MGT 418 - Evaluating New Business Opportunities 3 credits
- FIN 375 - Financial Management in the Small Business 3 credits
- MKT 431 - Small Business Marketing 3 credits
- MKT 465 - Small Business and Entrepreneurial Planning 3 credits
- ACC 460 - Government and Non-Profit Accounting 3 credits
- MKT 436 - Public Relations 3 credits

**Service Sector Concentration**

The Service Sector concentration focuses the student on the service environment. The program emphasizes skill development in strategic management, marketing, supply management, product and brand management, service operations, merchandising, and personnel management unique to the service industry, which includes retail, hospitality, lodging, restaurant, and gaming management. Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the service industry.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-svc.

- OI 365 - Knowledge Management and Intellectual Capital 3 credits
- OI 466 - Organizational Innovation Integrated Project 3 credits

**Students must choose three of the following courses:**

- BRM 353 - Product and Brand Management 3 credits
- MGT 356 - Retail Personnel Management 3 credits
- HM 322 - Gaming Management 3 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

**Academic Progression Requirements for the BSB**

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: ACC 497, BCOM 275, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 200, HRM 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466

Bachelor of Science in Management

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

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm.

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

BSM Program Category Requirements - A Track and B Track

Communications, 3 total credits

- BCOM 275 ~ ................................................................. 3 credits
  Business Communications and Critical Thinking

Management, 3 total credits

- PHL 458 ~ ................................................................. 3 credits
  Creative Minds and Critical Thinking

Ethics and Social Responsibility, 3 total credits

- ETH 316 ~ ................................................................. 3 credits
  Ethics and Social Responsibility

Business Law, 3 total credits

- LAW 421 ~ ................................................................. 3 credits
  Contemporary Business Law

Research and Statistics, 3 total credits

- RES 320 ~ ................................................................. 3 credits
  Foundations of Research

Marketing, 3 total credits

- PSY 322 ~ ................................................................. 3 credits
  Consumer Psychology and Research

Business Information Systems, 3 total credits

- BIS 320 ~ ................................................................. 3 credits
  Business Information Systems

Economics, 3 total credits

- ECO 365 ~ ................................................................. 3 credits
  Principles of Microeconomics

Accounting, 3 total credits

- ACC 300 ~ ................................................................. 3 credits
  Principles of Accounting
Finance, 3 total credits
FIN 370 ~ ................................................................................ 3 credits
Finance for Business
Management Capstone, 3 total credits
MGT 498~ ................................................................................ 3 credits
Strategic Management
Business/Management Electives, 15 total credits
Students are required to complete 15 upper division credits of Business/Management specific electives.
The University reserves the right to modify the required course of study.
Additional Admission Requirements for the BSM
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
Degree Requirements for the BSM
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
• Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred. Students with an associate degree in business, management, arts, general studies, liberal arts, nursing or pre-medicine are not eligible for an emphasis.
• The diploma awarded for this program will read as follows: Bachelor of Science in Management
General Education Requirements for the BSM
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)
Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)
Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSM
• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements may be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The 15 credit upper division BSM Business/Management Elective requirement may be satisfied by any of the following means:

• Upper division University of Phoenix Business/Management coursework.
• Upper division Business/Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
• Upper division Business/Management military credits that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
• Upper division Business/Management Prior Learning Assessment (PLA) credits awarded to activities completed within the past ten (10) years from current program enrollment agreement sign date.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.

Bachelor of Science in Accounting

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

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 problemsolving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS).

Students are also exposed to varied business disciplines including economics, statistics, business law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

At the conclusion of the BSACC program:

• Graduates will be able to apply financial accounting principles to record and communicate business activities to stakeholders.
• Graduates will be able to analyze accounting financial statements to support effective fiscal decision making.
• Graduates will be able to evaluate various accounting activities in relation to ethical, legal, and professional standards.
• Graduates will be able to demonstrate an understanding of issues in the areas of government and not-for-profit accounting, international transactions, taxation, and auditing.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsacc.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination.
The prerequisite requirement only applies to B Track students.

Communications, 3 total credits
BCOM 230 ~ ................................................................. 3 credits
Business Communication for Accountants
(\textit{The prerequisite requirement only applies to B Track students})

Program Category Requirements - A Track and B Track

Business Information Systems, 3 total credits
BIS 220 ~ ........................................................................... 3 credits
Introduction to Computer Applications and Systems
(\textit{The prerequisite requirement only applies to B Track students})

Management, 6 total credits
MGT 230 ~ ................................................................. 3 credits
Management Theory and Practice
MGT 311 ~ ................................................................. 3 credits
Organizational Development

Accounting Principles, 6 total credits
ACC 290 ~ ................................................................. 3 credits
Principles of Accounting I
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting II

Ethics, 3 total credits
ETH 376 ~ ................................................................. 3 credits
Accounting Ethics and Professional Regulations

Law, 3 total credits
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

Economics, 6 total credits
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics

Marketing, 3 total credits
MKT 421 ~ ................................................................. 3 credits
Marketing

Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits
Finance for Business

Quantitative Studies, 3 total credits
QNT 351~ ................................................................. 3 credits
Quantitative Analysis for Business

Strategy, 3 total credits
BUS 475 ~ ................................................................. 3 credits
Integrated Business Topics

Accounting Information Systems, 3 total credits
ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I

Cost Accounting, 3 total credits
ACC 349 ~ ................................................................. 3 credits
Cost Accounting

Intermediate Accounting, 9 total credits
ACC 421 ~ ................................................................. 3 credits
Intermediate Financial Accounting I
ACC 422 ~ ................................................................. 3 credits
Intermediate Financial Accounting II
ACC 423 ~ ................................................................. 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits
Students must choose one of the following courses:
ACC 453 ~ ................................................................. 3 credits
Corporate Taxation
ACC 456 ~ ................................................................. 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits
ACC 460 ~ ................................................................. 3 credits
Government and Non-Profit Accounting

Auditing, 6 total credits
ACC 491 ~ ................................................................. 3 credits
Contemporary Auditing I
ACC 492 ~ ................................................................. 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits
ACC 497 ~ ................................................................. 3 credits
Advanced Topics in Accounting Research

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

Additional Admission Requirements for the BSACC
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as follows: Bachelor of Science in Accounting

General Education Requirements for the BSACC
A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
\textit{(A Track must include: COMM 215, equivalent, or higher)}
\textit{(B Track must include: COMM 210 and COMM 212)}

Mathematics Requirement 6 credits

Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.

Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.

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

The following courses in the required course of study may not be waived: ACC 497 and BCOM 230.
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Bachelor of Science in Information Technology

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

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web technologies and application development, implementation and maintenance.

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

A Track Required Introductory Course

GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success

B Track Required Introductory Course

GEN 195 ................................................................. 3 credits
Foundations of University Studies

BSIT Required Course of Study - A Track and B Track

A Track Required Introductory Course

CIS 207 ................................................................. 3 credits
Information Systems Fundamentals
PRG 211 ................................................................. 3 credits
Algorithms and Logic for Computer Programming
WEB 240 ................................................................. 3 credits
Web Design Fundamentals
POS 355 ................................................................. 3 credits
Introduction to Operating Systems
ENG 221 ................................................................. 3 credits
Technical Writing Fundamentals
BSA 310 ................................................................. 3 credits
Business Systems
BSA 379 ................................................................. 3 credits
Fundamentals of Business Systems Development
CMGT 410 .......................................................... 3 credits
Project Planning & Implementation
DBM 380 ................................................................. 3 credits
Database Concepts
CMGT 400 .......................................................... 3 credits
Intro to Information Assurance & Security
NTC 362 ................................................................. 3 credits
Fundamentals of Networking
PRG 420 ................................................................. 3 credits
Java Programming I
MTH 221 ................................................................. 3 credits
Discrete Math for IT
CMGT 445 .......................................................... 3 credits
Application Implementation

B Track Required Introductory Course

CMGT 440 .......................................................... 3 credits
Discrete Math for IT
CMGT 445 .......................................................... 3 credits
Application Implementation

Concentration in Advanced Networking

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-an.

NTC 405 ................................................................. 3 credits
Telecommunications and Networking I
NTC 406 ................................................................. 3 credits
Telecommunications and Networking II
NTC 409 ................................................................. 3 credits
Global Network Architecture and Design
NTC 411 ................................................................. 3 credits
Global Network Management, Support and Security
NTC 415 ................................................................. 3 credits
Network Integration Project

Concentration in Business Systems Analysis

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-bsa.

BSA 400 ................................................................. 3 credits
Business Systems Development II
BSA 411 ................................................................. 3 credits
Systems Analysis Methodologies
BSA 412 ................................................................. 3 credits
Systems Analysis Tools
CMGT 411 .......................................................... 3 credits
Project Planning Management
CMGT 413 .......................................................... 3 credits
Application Acquisition & Sourcing

Concentration in Information Management

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-im.

IM 300 ................................................................. 3 credits
Data Organization Architecture
IM 305 ................................................................. 3 credits
Data Modeling
POS 410 ................................................................. 3 credits
SQL for Business
DBM 384 ................................................................. 3 credits
Special Purpose Databases
DBM 460 ................................................................. 3 credits
Enterprise Database Management Systems

Concentration in Information Systems Security

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-iss.

POS 420 ................................................................. 3 credits
Introduction to UNIX
POS 421 ................................................................. 3 credits
Windows Server Networking
Concentration in Multimedia & Visual Communication
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-mvc.

CMGT 441 ~ ................................................................. 3 credits
CMGT 442 ~ ................................................................. 3 credits
CMGT 430 ~ ................................................................. 3 credits
Enterprise Security

Concentration in Software Engineering
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-se.

PRG 421 ~ ................................................................. 3 credits
Java Programming II
BSA 385 ~ ................................................................. 3 credits
Intro to Software Engineering
CSS 422 ~ ................................................................. 3 credits
Software Architecture
POS 408 ................................................................. 3 credits
.NET I
POS 409 ~ ................................................................. 3 credits
.NET II

Concentration in Web Development
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-wd.

VCT 300 ~ ................................................................. 3 credits
Image Editing
WEB 401 ~ ................................................................. 3 credits
Web Development
WEB 407 ~ ................................................................. 3 credits
Advanced Web Development
WEB 434 ~ ................................................................. 3 credits
Website Commercialization I
WEB 435 ~ ................................................................. 3 credits
Website Commercialization II

Additional Admission Requirements for the BSIT
All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students will declare a concentration at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology and will not reflect the concentration. Concentrations are reflected on the transcript only.

General Education Requirements for the BSIT

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts Requirement 6 credits
  (A Track must include COMM 215, equivalent, or higher)
  (B Track must include: COM 170 and COM 172)
- Mathematics Requirement 6 credits
  (Must include MTH 220, equivalent, or higher)
  (B Track must include: SCI 163)
- Science & Technology Requirement 6 credits
  Must include at least three (3) credits in the physical or biological sciences
- Humanities Requirement 6 credits
  (B Track must include: HUM 114)
- Social Science Requirement 6 credits
  (B Track must include: PSY 211)
- Additional Liberal Arts Requirement 6 credits
- Interdisciplinary Requirement 18 credits
  (B Track must include: FP 120)

Academic Progression Requirements for the BSIT

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.

• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).

• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

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

• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSIT

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years (ten years for MTH 221) of application to the University with a grade of “C” (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program. This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.

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

The following courses in the Required Course of Study may not be waived: GEN 200

Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).
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The College of Nursing is within the Artemis School and offers both undergraduate and graduate (see the graduate section of this catalog) degrees to prepare students to expand their career options in the dynamic and rapidly changing health care environment.

**Undergraduate Programs**

- LPN to BSN (LVN to BSN in California)
- RN to BSN

**Graduate Programs**

- Master of Science in Nursing
- Master of Science in Nursing/Healthcare Education
- Master of Science in Nursing/Informatics
- Master of Science in Nursing/Family Nurse Practitioner
- Post Master Certificate - Family Nurse Practitioner
- Master of Health Administration/Master of Science in Nursing
- Master of Business Administration/Health Care Management/Master of Science in Nursing

The College of Nursing works closely with other academic departments to assure that the students receive appropriate and well-rounded education. The College also works cooperatively with the College of Arts and Sciences to give breadth to the undergraduate experience through the integration of general education and professional course work. The programs are also designed to assure that computer competencies are incorporated into the curriculum.

**Nursing**

The Nursing programs are designed to respond to the educational needs of licensed nurses. The College offers employed nurses opportunities to participate in accredited degree programs developed to broaden their professional horizons. All nursing degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE): One DuPont Circle NW, Suite 530, Washington DC, 20036-1120 (202-887-6791).

These programs are designed specifically for nurses who desire a repertoire of skills and knowledge necessary to respond effectively to today's dynamic health care environment. The programs also equip nurses with essential skills necessary to assume a leadership role in resolving the challenges faced by health care organizations and personnel. Each program has a blend of theory and practice which fosters a learning environment that allows nurses to build their knowledge base and to effectively and creatively apply what they have learned.

The University of Phoenix offers RN to BSN students the ability to transition into the Master of Science in Nursing degree program. Students may complete two graduate courses as part of their undergraduate work, thus creating the pathway for a smooth transition into the graduate program.

**International Nursing Honor Society**

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world's people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Health and Human Services members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 120,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society's members are active in more than 90 countries and territories, and the 424 chapter honor societies are located on more than 523 college and university campuses in the United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 3,200 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicron-delta.net.

**Bachelor of Science in Nursing**

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

The Bachelor of Science in Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progressional skills, and knowledge to client outcomes and health care systems. The Bachelor of Science in Nursing degree program has a 41-credit required course of study and a 6-credit elective requirement. The required course of study includes a capstone course that synthesizes baccalaureate outcomes. The required course of study fulfills only part of the 120-minimum credit requirement for degree completion. * For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; (202)887-6791.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsn.

**Required Course of Study for the BSN**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 301</td>
<td>Undergraduate Nursing Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

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• Completion of a nursing diploma, associates degree in nursing, admission.
• Applicants must reside in the continental United States or in one
• Current employment is not a requirement for admission.
• High school graduation from an institution that holds state

Additional Admission Requirements for the BSN
• High school graduation from an institution that holds state
approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by
an acceptable accrediting body, GED certificate or CHSPE
(California High School Proficiency Examination) certificate.
• Current employment is not a requirement for admission.
• Applicants must reside in the continental United States or in one
of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by
taking the NCLEX-RN exam:
• Guam
• American Samoa
• Northern Mariana Islands
• US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

• Completion of a nursing diploma, associates degree in nursing,
or foreign equivalent, California 30 Credit Option or California
BSN approved option program.

Degree Requirements for the BSN
• Completion of a minimum of 120 credits that include the following:
  • A minimum of 47 upper division credits.
  • A maximum of 73 lower division credits
  • A minimum program grade point average (GPA) of 2.0.
  • All students must complete the minimum number of credits
required by their degree program.

University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

Academic Progression Requirements for the BSN
• All students enrolling in the BSN program will take HCS 301 as their first course.
• Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
• Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.
• A clinical course may not be taken concurrently with any other course.

Minimum Grade Requirements for the BSN
Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of “C” in any of the specified courses will be scholastically disqualified from the University. (“C-” is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 420, NUR 440, NUR 443, NUR 492

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a “C” or better on the second attempt, the student will be permanently withdrawn from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following required courses may not be waived: NUR 391, NUR 492

General Education Requirements for the BSN
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits

Interdisciplinary Requirements, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

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

The Bachelors of Science in Nursing program has a special sequence for the Practical Nurse (LPN) to achieve the BSN degree. This program builds on the basic education, skills, and experience of the practical nurse making a transition to the professional nursing role. Curriculum builds upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. Program content will focus on role transition, enhanced clinical skills, and critical thinking. Graduates of the program will be eligible to apply to take the National Council Licensure Examination for Registered Nurses.

The University of Phoenix, College of Nursing is committed to the advancement of nurses. Program objectives focus on evidenced based professional practice, critical thinking, communication, information utilization, and collaboration. The acquisition of these objectives is essential to the practice of nursing.

Required Course of Study for the LPN to BSN
Courses requiring prerequisites are identified by a ~ symbol following the course number.
HCS 250 .................................................................3 credits
Human Anatomy and Physiology
HCS 260 .................................................................3 credits
Pharmacology
PSY 280 .................................................................3 credits
Human Growth and Development
GEN 300 .................................................................3 credits
Skills for Professional Development
NUR 300 ~ .............................................................3 credits
Essentials of Professional Nursing Practice
NUR 310 ~ .............................................................3 credits
Theoretical Bases for Nursing Practice
NUR 315 ~ .............................................................3 credits
Physical Assessment
NUR 315L ~ ..........................................................1 credit
Physical Assessment Laboratory
NUR 426 ~ .............................................................3 credits
Pathophysiology
NUR 320 ~ .............................................................4 credits
Care of the Medical Surgical Client: Acute
HCS 438PN ~ .........................................................3 credits
Statistical Applications
NUR 464PN ~ .........................................................3 credits
Concepts of Family Nursing Theory
• 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-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

Academic Progression Requirements for the LPN to BSN
• All students enrolling in this program must complete GEN 300.
• All general education and elective courses must be completed and posted to the student’s academic record prior to starting NUR 300.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others. Specific courses may have additional prerequisites that need to be satisfied prior to enrollment.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Minimum Grade Requirements for the LPN to BSN
• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following clinical and assessment 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: HCS 250, HCS 260, PSY 280, NUR 300, NUR 310, NUR 315, NUR 315L, NUR 320, NUR 330, NUR 335, NUR 340, NUR 345, NUR 426, NUR 464PN, NUR 467PN, NUR 471PN, NUR 473PN, NUR 482, NUR 499
• Students who have been scholastically disqualified will not be allowed to continue in the degree program until they have fulfilled a prescribed remediation plan which will be developed by a faculty member qualified to teach the course in which the student did not successfully achieve the minimum grade, the student, and the College Campus Chair. Students will be allowed to retake general education courses. Students are allowed to repeat only a total of one (1) nursing course in the required course of study; if unable to pass, students will be allowed to retake general education courses. Students are not allowed to repeat general education courses. Students must have additional prerequisites that need to be satisfied prior to enrollment.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements for the LPN to BSN
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 48 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past 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 included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses will not be waived from the LPN/BSN degree program: GEN 300, NUR 300, NUR 345, NUR 499, GEN 480

General Education Requirements for the LPN to BSN

A minimum of 51 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Must include HCS 250
Humanities, 6 credits
Social Science, 6 credits
Must include PSY 280
Interdisciplinary Requirements, 15 credits
Must include HCS 260

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.
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The College of Education is within the School of Education, Health and Human Services and offers graduate and undergraduate level degree programs. The Bachelor of Science in Education/Elementary (BSEd/E) program is a degree program leading to teacher licensure that provides students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. The coursework, field experience, and student teaching are designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

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 exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A 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/Axia or UNIV 101 for local campus) to be officially admitted (AM).

Bachelor of Science in Education/Elementary (Southern Colorado)

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

The Bachelor of Science in 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 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at:
http://www.phoenix.edu/programs/bsed-e-ela
http://www.phoenix.edu/programs/bsed-e-mth
http://www.phoenix.edu/programs/bsed-e-sci
http://www.phoenix.edu/programs/bsed-e-soc
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

**Introductory Course, 3 total credits**
- GEN 200: Foundations for General Education and Professional Success

**Orientation, 0 total credits**
- EDU 300: Orientation to Teacher Education

**History and Foundations of Education, 6 total credits**
- EDU 301: Foundations of Education
- EDU 315: Legal & Ethical Issues in Education

**Educational Theories and Models, 6 total credits**
- EDU 310: Models & Theories of Instruction
- EDU 320: Classroom Management

**Human Development, 3 total credits**
- EDU 305: Child Development
- EED 400: Assessment in Elementary Education

**Reading, 9 total credits**
- RDG 411: Scientifically Based Literacy Instruction
- RDG 415: Diagnosis and Remediation of Reading Difficulties
- RDG 418: Phonological Theory and Reading Instruction

**Special Populations, 6 total credits**
- ESL 300: Teaching English Language Learners
- SPE 300: Orientation to the Exceptional Child

**Elementary Methods, 15 total credits**
- EED 415: Elementary Methods - Mathematics
- EED 420: Elementary Methods - Science
- EED 425: Elementary Methods - Health/PE
- EED 430: Elementary Methods - Social Studies
- EED 435: Elementary Methods - Fine Arts

**Student Teaching, 9 total credits**
- EDU 390: Elementary Education Seminar
- EDU 490: Elementary Student Teaching, Seminar I
- EDU 495: Elementary Student Teaching, Seminar II

The University reserves the right to modify the Required Course of Study.

**Additional Admission Requirements for the BSED/E**

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
- A signed BSED/E New Student Check List
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

**Candidacy Status**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

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

**Degree Requirements for the BSED/E**

Completion of a minimum of 120 credits (Candidates who select the Science Content Area are required to complete 126 credits) that include the following distribution:

- A minimum of 57 upper division credits in the Required Program Category Preferred Sequence.
- A minimum of 60 (66 for Science content area) credits of the 120 (126 for Science content area) credits must be in the general education areas approved by the University.
- A minimum program 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, and/or practicum courses.
- Complete course within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (200 hours).
- All students must complete the minimum number of credits required by their degree program.
• BSED/E graduates are not eligible for admission to the MAED/TED-E or MAED/TED-S programs.
• The diploma awarded for this program will read as follows: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E
Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
• Verification of content knowledge mastery prior to student teaching
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 200 hours of field experience Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All students must complete GEN 200 as their first course at the University.
• Students must complete all General Education requirements prior to completion of EDU 390.

Minimum Grade Requirements for the BSED/E
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: EDU 390, EED 490, EED 495
• Candidates must earn a “B” or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E
• 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 thirty (30) credits from their required course of study on the basis of regionally accredited transferable coursework.
• National testing program credit, prior learning credit, and military credit may not be used to waive BSED/E required course of study coursework.
• In order to be granted a waiver 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 be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed and transcripted from a regionally accredited institution in which the University has entered into an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.
• The following courses in the required course of study may not be waived: GEN 200, EDU 300, EDU 310, EDU 320, EDU 390, EED 415, EED 490, EED 495, RDG 411, RDG 415, RDG 418, SPE 300

General Education Requirements for the BSED/E
• A minimum of 60 (66 for the Science Content Area) of the 120 credits must be in the general education areas approved by the University.
• Candidates must complete one of the following Content Areas: English/Language Arts, Mathematics, Social Studies or Science.
• Candidates who select English/Language Arts, Mathematics or Social Studies as their Content Area are required to complete the general education requirements outlined below:
  • English/Language Arts Requirement(s) 12 credits
  • Fine Arts Requirement(s) 6 credits (Art, music, drama or dance)
  • Mathematics Requirement(s) 12 credits (6 credits must include MTH 213 and MTH 214)
  • Physical/Biological Science Requirement(s) 6 credits (Must include at least 3 credits in Physical Science and 3 credits in Biological Science)
  • Social Studies Requirement(s) 12 credits (Must include HIS 301) Content Area, 12 credits (Students must complete an additional 12 credits for their selected Content Area outside of their English, Mathematics and Social Science general education requirements.)
• Candidates who select Science as their Content Area are required to complete the general education requirements outlined below:
  • English/Language Arts Requirement(s) 12 credits
  • Fine Arts Requirement(s) 6 credits (Art, music, drama or dance)
Mathematics Requirement(s) 12 credits (6 credits must include MTH 213 and MTH 214)

Physical/Biological Science Requirement(s) 6 credits (Must include at least 3 credits in Physical Science and 3 credits in Biological Science)

Social Studies Requirement(s) 12 credits (Must include HIS 301)

Content Area, 18 credits (Students must complete an additional 18 credits for their selected Content Area outside of their Physical/Biological Science general education requirements.)

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

All undergraduate students are required to complete the minimum general education credits required by their program version. 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 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.

• Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.

• Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  • Transcripts documenting of a minimum of 24 semester credits in their content area.
  • Passing scores on the state mandated content exam.

• Candidates must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

• Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.

• Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.

• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of State Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

• Candidates must successfully pass the Elementary Education Seminar with a “B” or better.

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
Admission Procedures

Application Process

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

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins their course work under Registered status will be admitted to the degree program.

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

Transcript Requests of Other Institutions

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

Foreign Academic Records

Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements.

All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the student. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee covers the student’s expense for requesting official transcripts.

Non–Native Speakers of English

An applicant who does not have appropriate English language experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE) or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

GRADUATE PROGRAMS

Admission Procedures

Application Process

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

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins their course work under Registered status will be admitted to the degree program.

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

Transcript Requests of Other Institutions

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

Foreign Academic Records

Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements.

All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the student. However, it remains the student’s responsibility to ensure that all transcripts are submitted to the University. The student must sign a “Transcript Request Form” for each transcript being requested from educational institutions. The University’s application fee covers the student’s expense for requesting official transcripts.

Non–Native Speakers of English

An applicant who does not have appropriate English language experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE) or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.
Admission Appeal Process
Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review.

It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as a Foreign Language (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- Achieved a minimum score of 50 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 the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the official language.
  - 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 along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

Applicants who reside in Canada must meet one of the following requirements:
- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A completed and signed graduate application and application fee
- A signed Enrollment/Disclosure Agreement.

Estimated Program Length

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
The colleges of Arts and Sciences offer a variety of graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

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

**Master of Science in Counseling**

MSC programs are designed to meet the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring the skills of counselors are expected to grow in both the public and private sectors throughout the 2000’s, students from a variety of settings and backgrounds should find the interpersonal, communication, and therapeutic skills offered in this program useful in advancing their careers.

The curriculum, course work, and clinical experiences are designed to produce outcomes in knowledge, critical thinking, affective development, and counseling skills. These outcomes, based on accepted counselor education standards, are also based on competencies required of the working counseling professional. Attention is given to the development of oral presentation skills, group process skills, research utilization, and exposure to and practice of a wide range of counseling approaches.

Program length is approximately two and one-half to three and one-half years. Additional time will be required for homework, learning team meetings, project activities, and clinical work. The program involves a variety of formats depending on the subject matter and the competencies to be developed. These formats include lecture, discussion, demonstration, field trips, exercises, role-play, seminar, self-directed learning, and supervised clinical experiences.

**Clinical Courses**

Each program includes Clinical courses (CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 581, CNSL 597A, B, CNSL 592, CMHC 581, CMHC 597A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 597 A/B/C) which must be passed with a grade of “B” or better before a student will be allowed to continue the program. These courses provide the student with the opportunity to practice basic counseling skills, family therapy, theory based counseling strategies, group facilitation skills, and psychological assessment in supervised settings. Sessions are videotaped and critiqued by the facilitator, study group, and class.

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/mcccc.

**MSC/CC Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of "B" for successful completion are identified by a + symbol following the course number.

CNSL 502...............................0 credits
Graduate Portfolio
CNSL 504.................................3 credits
Lifespan and Family Development
CNSL 506.................................3 credits
Personality Theories and Counseling Models
CNSL 516 +...............................3 credits
Legal and Ethical Issues in Counseling
CNSL 526 +...............................3 credits
Introduction to Clinical Assessment and Diagnosis
CNSL 539 +...............................3 credits
Psychopathology: Advanced Clinical Assessment
CNSL 547 +...............................3 credits
Individual Counseling
CNSL 556 ~ + ............................................................... 0 credit
Portfolio II
CNSL 557 ~ ........................................................................ 3 credits
Social and Multicultural Foundations
CNSL 561 ~ + ........................................................................ 3 credits
Group Counseling
CNSL 562 ~ ........................................................................... 3 credits
Career and Vocational Counseling
CNSL 563 ~ .......................................................................... 0 credits
Counseling Psychometrics
CNSL 573 ~ ........................................................................... 3 credits
Critical Analysis in Research
CNSL 592O ~ ........................................................................ 0 credits
Orientation to Counseling Practicum
CNSL 581 ~ .......................................................................... 3 credits
Management, Supervision and Consultation in Counseling
CNSL 588 ~ .......................................................................... 3 credits
Seminar in Community Counseling
CNSL 591 ~ + ........................................................................ 3 credits
Counseling Practicum
CNSL 597A ~ + ...................................................................... 3 credits
Internship A
CNSL 597B ~ + ...................................................................... 3 credits
Internship B
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/CC

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent undergraduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a degree earned at a recognized foreign institution. If the coursework was completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 6 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait one year before reapplying. Passing Portfolio I is limited to a total of three attempts.

Degree Requirements for the MSC/CC

- Completion of a minimum of 48 credits.
- A minimum program grade point average (GPA) of 3.0.

Academic Progression Requirements for the MSC/CC

Completion of the following clinical courses with a grade of "B" or better: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597A/B, CMHC 581, CMHC 597 A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 597 A/B/C, MFCC 598 A/B
Completion of the following clinical course with a grade of "B-" or better: MFCC 566
Prior to graduation, Master of Counseling students in the MSC/CC program are required to complete the Counselor Preparation Comprehensive Examination (CPCE), or another assessment/examination instrument, as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination the first internship of the MSC program. Completion of this assessment is a non waivable requirement for degree completion and graduation.

Residency Requirements and Course Waivers for the MSC/CC

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of nationally accredited transferable coursework.
In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Because of the importance of Portfolio, Practicum and Internship courses, they may not be waived.
The following courses may not be waived: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597A, CNSL 597B, CMHC 581, CMHC 597A, CMHC 597B, CMHC 597C, MFCC 536, MFCC 551, MFCC 561, MFCC 597A, MFCC 597B, MFCC 597C, MFCC 598A, MFCC 598B

Academic Standing and Minimum Grade Requirements for the MSC/CC

- 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 the minimum grade requirement is not met in a clinical course (See Academic Progression for listing of courses with minimum grade requirements). 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 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 faculty member and the Director of Academic Affairs.
• Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after six months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

• Students in the College of Social Science graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Master of Science in Counseling/School Counseling

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

The Master of Science in Counseling degree program with a specialization in School Counseling provides the required knowledge and skills to become effective school counselors. The program encompasses foundations of counseling and guidance including theories and their application with groups and individuals, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. The program addresses critical issues facing school counselors and offers supervised clinical experiences that allow students to obtain the practical experience necessary for licensure as a school counselor.

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-sc.

MSC/SC Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of “B” for successful completion are identified by a + symbol following the course number.

CNSL 502 ................................................................. 0 credits
Graduate Portfolio I

CNSL 504 ................................................................. 3 credits
Lifespan and Family Development

CNSL 506 ................................................................. 3 credits
Personality Theories and Counseling Models

ECN 522 ................................................................. 3 credits
Foundations of School Counseling, Part I

CNSL 557 ~ ........................................................... 3 credits
Social and Multicultural Foundations

CNSL 516 ~ + .......................................................... 3 credits
Legal and Ethical Issues in Counseling

CNSL 526 ~ + .......................................................... 3 credits
Introduction to Clinical Assessment and Diagnosis

CNSL 547 ~ + .......................................................... 3 credits

Individual Counseling

ECN 523 ................................................................. 3 credits
Foundations of School Counseling, Part II

CNSL 556 ~ ........................................................... 0 credit
Portfolio II

CNSL 592O ~ .......................................................... 0 credit
Orientation to Counseling Practicum

ECN 530 ~ ................................................................. 3 credits
Student Assessment and Evaluation in School Counseling

CNSL 592 ~ + .......................................................... 3 credits
Counseling Practicum

ECN 545 ~ ................................................................. 3 credits
Student Career Counseling

CNSL 573 ~ ........................................................... 3 credits
Critical Analysis in Research

CNSL 561 ~ + .......................................................... 3 credits
Group Counseling

ECN 552 ~ ................................................................. 3 credits
Administrative of School Counseling Programs

CNSL 597A ~ + .......................................................... 3 credits
Internship A

CNSL 597B ~ + .......................................................... 3 credits
Internship B

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

Additional Admission Requirements for the MSC/SC

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent undergraduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

• A minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 6 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait one year before reapplying. Passing Portfolio I is limited to a total of three attempts.
Degree Requirements for the MSC/SC
- Completion of a minimum of 48 credits.
- A minimum program grade point average (GPA) of 3.0.

Academic Progression Requirements for the MSC/SC
Completion of the following clinical courses with a grade of "B" or better: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597 A/B, CMHC 581, CMHC 597 A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 597 A/B/C, MFCC 598 A/B
Completion of the following clinical course with a grade of "B-" or better: MFCC 566

Students in the MSC/SC program must provide verification of fingerprint clearance before completing CNSL 556 Portfolio II. Prior to graduation, Master of Counseling students in the MSC/SC program are required to complete the Counselor Preparation Comprehensive Examination (CPCE), or another assessment/examination instrument, as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination the first internship of the MSC program. Completion of this assessment is a non waivable requirement for degree completion and graduation.

Residency Requirements and Course Waivers for the MSC/SC
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Because of the importance of Portfolio, Practicum and Internship courses, they may not be waived. The following courses may not be waived: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597 A/B, CNSL 597 B, CMHC 581, CMHC 597 A, CMHC 597 B, CMHC 597 C, MFCC 536, MFCC 551, MFCC 561, MFCC 566, MFCC 597 A/B, MFCC 597 B, MFCC 597 C, MFCC 598 A, MFCC 598 B

Academic Standing and Minimum Grade Requirements for the MSC/SC
- 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 the minimum grade requirement is not met in a clinical course (See Academic Progression for listing of courses with minimum grade requirements). 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 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 faculty member and the Director of Academic Affairs.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after six months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students in the College of Social Science graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Master of Science in Counseling/Marriage, Family and Child Therapy

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in Counseling degree program with a specialization in Marriage, Family and Child Therapy provides the required knowledge and skills to become competent and ethical practitioners. The MSC/MFCT specialization provides a needed service to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients to achieve their potential. The program encompasses foundations of counseling and guidance including theories and their application with groups and individuals, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. The program addresses critical issues facing counselors and offers supervised clinical experiences. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msc-mfct.

MSC/MFCT Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of "B" for successful completion are identified by a + symbol following the course number.

CNSL 502 ................................................................................. 0 credits
Graduate Portfolio I
CNSL 504 ................................................................................. 3 credits
Lifespan and Family Development
CNSL 506 ................................................................................. 3 credits
Personality Theories and Counseling Models
Additional Admission Requirements for the MSC/MFCT

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent undergraduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 57 credits.
- A minimum program grade point average (GPA) of 3.0.

Academic Progression Requirements for the MSC/MFCT

Completion of the following clinical courses with a grade of “B” or better: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597 A/B, CMHC 581, CMHC 597 A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 597 A/B/C, MFCC 598 A/B
Completion of the following clinical course with a grade of ”B” or better: MFCC 566

Prior to graduation, Master of Counseling students in the MSC/MFCT program are required to complete the Counselor Preparation Comprehensive Examination (CPCE), or another assessment/examination instrument, as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination the first internship of the MSC program. Completion of this assessment is a non-waivable requirement for degree completion and graduation.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years with a grade of ”B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Because of the importance of Portfolio, Practicum and Internship courses, they may not be waived.

The following courses may not be waived: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597 A/B, CMHC 581, CMHC 597 A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 597 A/B/C, MFCC 598 A/B
Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if the minimum grade requirement is not met in a clinical course (See Academic Progression for listing of courses with minimum grade requirements). 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 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 faculty member and the Director of Academic Affairs.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after six months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students in the College of Social Science graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Master of Science in Counseling Mental Health Counseling

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

The Master of Science in Counseling degree program with a specialization in Mental Health Counseling provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MHC 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.

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-mhc.

MSC/MHC Required Course of Study

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

- CNSL 502 ~ ............................................................................................... 0 credit
- Graduate Portfolio I
- CCMH 504 ~ ............................................................................................ 3 credits
- Individual and Family Development Across the Life Span
- CCMH 506 ~ ............................................................................................ 3 credits
- Personality Theories and Counseling Models
- CCMH 515 ~ ............................................................................................ 3 credits
- Legal, Ethical, and Professional Issues in Counseling
- CCMH 525 ~ ............................................................................................ 3 credits
- Research Methods for Mental Health Counselors
- CCMH 535 ~ ............................................................................................ 3 credits
- Psychometrics
- CCMH 520 ~ ............................................................................................ 3 credits
- Biological Basis of Behavior/Physiological Issues
- CCMH 544 ~ ............................................................................................ 3 credits
- Introduction to Clinical Assessment
- CCMH 548 ~ ............................................................................................ 3 credits
- Psychopathology: Advanced Clinical Assessment
- CCMH 551 ~ ............................................................................................ 3 credits
- Individual Counseling
- CNSL 556 ~ ............................................................................................ 0 credit
- Portfolio II
- CCMH 510 ~ ............................................................................................ 3 credits
- Multi-Cultural Issues in Mental Health Counseling
- CCMH 568 ~ ............................................................................................ 3 credits
- Group Counseling
- CCMH 565 ~ ............................................................................................ 3 credits
- Family, Couple, and Child Counseling
- CCMH 561 ~ ............................................................................................ 3 credits
- Dependency and Addictions
- CCMH 540 ~ ............................................................................................ 3 credits
- Career and Vocational Counseling
- CCMH 592O ~ .......................................................................................... 0 credit
- Orientation To Practicum in Clinical Mental Health Counseling
- MFCC 566 ~ ............................................................................................ 3 credits
- Advanced Marriage and Family Therapy
- CCMH 578 ~ ............................................................................................ 3 credits
- Seminar Clinical Mental Health
- CCMH 581 ~ ............................................................................................ 3 credits
- Supervision/Management in Clinical Mental Health Counseling
- CCMH 592 ~ ............................................................................................ 3 credits
- Practicum in Clinical Mental Health Counseling
- CCMH 597A ~ ......................................................................................... 3 credits
- Internship A
- CCMH 597B ~ ......................................................................................... 3 credits
- Internship B

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MSC/MHC

- 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.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of two (2) years of full-time, post-high school work experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- 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/MHC

The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Therefore enrollment in these courses shall not exceed 12 students. 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. Therefore enrollment in these courses shall not exceed 20 students. 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.

Degree Requirements for the MSC/MHC

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Prior to graduation, students in this program are required to complete the Counselor Preparation Comprehensive Exam (CPCE) or another assessment/examination instrument as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination, with a cumulative raw score of 80, by the completion of Internship B. Completion of this assessment is a non-waivable requirement for degree completion and graduation.
- The diploma awarded for this program will read as follows: Master of Science in Counseling Mental Health Counseling

Residency Requirements and Course Waivers for the MSC/MHC

- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Portfolio I, Portfolio II, Practicum and Internship courses may not be waived.
- MSC students who wish to transfer to another local campus, even within the same state, or update versions must appeal to SAC.
- 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/MHC

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B-" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B-" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the Campus College Chair.
• Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.

• Students in the College of Social Science graduate programs may not transfer credit from courses taken from other schools while academically or scholastically disqualified.

Master of Science in Psychology

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

The Master of Psychology program focuses on the general rather than clinical psychological study of individuals, including their behaviors, thought processes, and emotions. The courses in this program do not have a clinical emphasis and do not lead to professional licensure. The program will provide supervisors and managers in business, marketing, human resources, government services or education with an understanding of the cognitive and affective processes that underlie individual human experience and behavior; research methodologies by which this knowledge is acquired; critical thinking and problem solving necessary to evaluate behavior; and the application of theoretical principles to interpersonal and intra-personal issues.

For more information about our graduation rates, the median debt and intra-personal issues. The degree must have been completed within the past ten (10) years (5 years for IS&T courses) from current program coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• No work experience is required for this program.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MS/P

The degree completion requirements for this program are as follows:

• Completion of a minimum of 39 credits.

• A minimum program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the MS/P

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

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 (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following courses in the Required Course of Study may not be waived: COM 505

MS/P Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 505</td>
<td>Communication Skills for Graduate Study</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 500 ~</td>
<td>Lifespan Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 504 ~</td>
<td>Personality Theories</td>
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</tr>
<tr>
<td>PSYCH 515 ~</td>
<td>Advanced Abnormal Psychology</td>
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</tr>
<tr>
<td>PSYCH 525 ~</td>
<td>Measurements and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 540 ~</td>
<td>Research Methodology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 535 ~</td>
<td>Multicultural Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 545 ~</td>
<td>Survey of Professional Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 550 ~</td>
<td>Psychology of Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 555 ~</td>
<td>Social Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 560 ~</td>
<td>Cognitive Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 570 ~</td>
<td>Organizational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 575 ~</td>
<td>Physiological Psychology</td>
<td>3 credits</td>
</tr>
</tbody>
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Residency Requirements and Course Waivers for the MS/P

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally 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.

• No work experience is required for this program.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MS/P

The degree completion requirements for this program are as follows:

• Completion of a minimum of 39 credits.

• A minimum program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the MS/P

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

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 (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following courses in the Required Course of Study may not be waived: COM 505

MS/P Required Course of Study

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</table>

University of Phoenix, 2011
The foundation of today’s technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem solving skills that form the basis for lifelong learning.

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

**Master of Health Administration**

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

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have the capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their managerial/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

**MHA Required Course of Study**

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

- HCS 504 ~.................................................................1 credit
  Introduction to Graduate Study in Health Sciences/Nursing
- HCS 514 ~.................................................................3 credits
  Managing in Today’s Health Care Organizations
- HCS 545 ~.................................................................3 credits
  Health Law and Ethics
- HCS 539 ~.................................................................3 credits
  Marketing for Health Care
- HCS 531 ~.................................................................3 credits
  Health Care Organizations and Delivery Systems
- HCS 577 ~.................................................................3 credits
  Financial Management in Health Care
- HCS 533 ~.................................................................3 credits
  Health Information Systems
- HCS 535 ~.................................................................3 credits
  Concepts of Population Health
- HCS 587 ~.................................................................3 credits
  Creating Change within Organizations
- HCS 552 ~.................................................................3 credits
  Health Care Economics
- HCS 588 ~.................................................................3 credits
  Measuring Performance Standards
- HCS 525 ~.................................................................3 credits
  Leadership
- HCS 567 ~.................................................................3 credits
  Entrepreneurship in Health Care
- HCS 549 ~.................................................................3 credits
  Evaluation Methodology
- HCS 586 ~.................................................................3 credits
  Health Care Strategic Management

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

**Additional Admission Requirements for the MHA**

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment. Students who have an undergraduate Health Care degree (includes completion of a major/minor/focus or concentrations of at least 18 credit hours in health care coursework) do not need the one (1) year health care work experience for admission.
- All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

**Degree Requirements for the MHA**

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.
Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed 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; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:
- HCS 504, HCS 586, HSN 552, HCS 565
- The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral programs/mha.

Master of Health Administration Bridge

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

The MHA curriculum is tailored to support the development of health care leaders and managers by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

MHA Required Course of Study

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

- HCS 504~ .......................................................... 3 credits
- HCS 310~ .......................................................... 3 credits
- HCS 440~ .......................................................... 3 credits
- HCS 455~ .......................................................... 3 credits
- HCS 514~ .......................................................... 3 credits
- HCS 545~ .......................................................... 3 credits
- HCS 547~ .......................................................... 3 credits
- HCS 559~ .......................................................... 3 credits
- HCS 531~ .......................................................... 3 credits
- HCS 532~ .......................................................... 3 credits
- HCS 577~ .......................................................... 3 credits

Financial Management in Health Care
HCS 533 ~ Health Information Systems ......................................................... 3 credits
HCS 535 ~ Concepts of Population Health .................................................. 3 credits
HCS 587 ~ Creating Change within Organizations ...................................... 3 credits
HCS 552 ~ Health Care Economics ............................................................ 3 credits
HCS 588 ~ Measuring Performance Standards ............................................. 3 credits
HCS 525 ~ Leadership .................................................................................. 3 credits
HCS 549 ~ Evaluation Methodology ............................................................ 3 credits
HCS 567 ~ Entrepreneurship in Health Care ................................................. 3 credits
HCS 586 ~ Health Care Strategic Management ............................................ 3 credits

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, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A minimum equivalent of three years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

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

Degree Requirements for the MHA

- Completion of a minimum of 52 credits.

- A minimum program grade point average (GPA) of 3.0.

- The diploma for this program will read as follows: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.

- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Students enrolled in this bridge program may waive the three (3) undergraduate bridge courses.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:

- HCS 504, HCS 586, HSN 552, HCS 565

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.
Master of Health Administration/Education

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

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others.

This program specialization option is designed for health care and nursing professionals interested in pursuing careers in educational or service settings. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and revitalize their teaching and learning strategies. Combining your current professional expertise with the knowledge of teaching and learning strategies, assessment and evaluation and curriculum, and program design will expand and enhance your role as a health care educator. Content can be applied to patient teaching, continuing education or in-service education, community health education, as well as to the role and delivery of academic education.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-ed.

MHA/ED Required Course of Study

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

HCS 504 ~ ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
HCS 514 ~ ................................................................. 3 credits
Managing in Today’s Health Care Organizations
HCS 545 ~ ................................................................. 3 credits
Managing in Today’s Health Care Organizations
HCS 533 ~ ................................................................. 3 credits
Health Information Systems
HCS 535 ~ ................................................................. 3 credits
Concepts of Population Health
HCS 587 ~ ................................................................. 3 credits
Creating Change within Organizations
HCS 552 ~ ................................................................. 3 credits
Health Care Economics
HCS 588 ~ ................................................................. 3 credits
Measuring Performance Standards
HCS 533 ~ ................................................................. 3 credits
Teaching and Learning Strategies
HCS 548 ~ ................................................................. 3 credits
Role of the Health Care/Nursing Educator
HSN 540 ~ ................................................................. 3 credits
Design and Process of Curriculum Development
HSN 552 ~ ................................................................. 3 credits
Assessment and Evaluation of Learning

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

Additional Admission Requirements for the MHA

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

• A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment.

• Students who have an undergraduate Health Care degree (includes completion of a major/minor/focus or concentrations of at least 18 credit hours in health care coursework) do not need the one (1) year health care work experience for admission.

All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA/ED

• Completion of a minimum of 43 credits.

• A minimum program grade point average (GPA) of 3.0.

• The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA/ED

• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548, and HSN 552. A “C-“ grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA/ED

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past ten (10) years 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 following courses may not be waived in the MHA program:

HCS 504, HCS 586, HSN 552, HCS 565

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.

Master of Health Administration/Gerontology

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

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others.

This program specialization option 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/mha-ger.

MHA/GER Required Course of Study

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

HCS 504 ~.................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing

HCS 514 ~.................................................................3 credits
Managing in Today's Health Care Organizations

HCS 545 ~.................................................................3 credits
Health Law and Ethics

HCS 539 ~.................................................................3 credits
Marketing for Health Care

HCS 533 ~.................................................................3 credits
Health Care Organizations and Delivery Systems

HCS 577 ~.................................................................3 credits
Financial Management in Health Care

HCS 535 ~.................................................................3 credits
Health Information Systems

HCS 535 ~.................................................................3 credits
Concepts of Population Health

HCS 587 ~.................................................................3 credits
Creating Change within Organizations

HCS 552 ~.................................................................3 credits
Health Care Economics

HCS 588 ~.................................................................3 credits
Measuring Performance Standards

HCS 548 ~.................................................................3 credits
Foundations of Gerontology

HCS 551 ~.................................................................3 credits
Biological and Psychological Aspects of Aging

HCS 557 ~.................................................................3 credits
Social and Cultural Aspects of Aging

HCS 565 ~.................................................................3 credits
Organization and Management of Aging Services

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MHA/GER

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment. Students who have an undergraduate Health Care degree (includes completion of a major/minor/complex or concentrations of at least 18 credit hours in health care coursework) do not need the one (1) year health care work experience for admission.

All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA/GER

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA/GER

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed 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; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program: HCS 504, HCS 586, HSN 552, HCS 565

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.
COLLEGE OF CRIMINAL JUSTICE AND SECURITY

The College of Criminal Justice and Security prepares students for professional and management-related careers in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation's criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students.

It is the student's responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

Master of Science/Administration of Justice and Security

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

The Master of Science/Administration of Justice and Security degree provides the required knowledge for the student to develop competence in administering criminal justice or security programs. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. The value of cooperative interaction is also addressed. The degree provides the student with administrative program development and problem solving skills in preparation for promotional or transitional opportunities in the management of police, corrections, security or court operations.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-aajs.

MS/AJS Required Course of Study

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJS 501 Introduction to Graduate Study in Criminal Justice and Security</td>
<td>1</td>
</tr>
<tr>
<td>AJS 502 Survey of Justice and Security</td>
<td>3</td>
</tr>
<tr>
<td>AJS 512 Organizational Administration in Justice and Security</td>
<td>3</td>
</tr>
<tr>
<td>AJS 522 Financial and Budgeting in Justice and Security</td>
<td>3</td>
</tr>
<tr>
<td>AJS 532 Ethics in Justice and Security</td>
<td>3</td>
</tr>
<tr>
<td>AJS 542 Criminological Theory</td>
<td>3</td>
</tr>
<tr>
<td>AJS 552 Legal Issues in Justice and Security</td>
<td>3</td>
</tr>
<tr>
<td>AJS 562 Organizational Risk and Incident Management</td>
<td>3</td>
</tr>
<tr>
<td>AJS 572 Cyber Crime and Information Systems Security</td>
<td>3</td>
</tr>
<tr>
<td>AJS 582 Public Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td>AJS 585 Concepts of Physical and Personal Protection</td>
<td>3</td>
</tr>
<tr>
<td>AJS 592 Forensic Science and Psychological Profiling</td>
<td>3</td>
</tr>
<tr>
<td>AJS 595 Program Development and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Admission Requirements for the MS/AJS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security.

University of Phoenix, 2011
In order to be granted a waiver for a course in the required course of study on the basis of regionally or approved nationally accredited coursework.

Students in this program may waive a maximum of 9 credits per academic year. Students must meet established University residency requirements and course waivers for the MS/AJS degree program. After approval of a course waiver, the student must complete the missed coursework within 10 years of the date their degree was awarded. The student must either repeat the course, if they failed to receive a grade of "C" or better, or complete approved nationally accredited or candidate for accreditation coursework. Completion of a minimum of 37 credits is required.

Minimum Grade Requirements for the MS/AJS

- Students in this program must achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, and SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be referred to the department for remediation.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirements, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Residency Requirements and Course Waivers for the MS/AJS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: AJS 595

Master of Science/Administration of Justice and Security Bridge

The following Master of Science/Administration of Justice and Security Bridge (MS/AJS) program is approved to be offered at this University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science/Administration of Justice and Security (MS/AJS) Bridge program is designed for students who are interested in pursuing the MS/AJS degree, but may not have a background in the criminal justice (law enforcement, criminal courts, or corrections) and/or security fields. The Bridge program consists of four courses that provide foundational knowledge for student success in the MS/AJS program. Students are required to complete courses in criminal justice, criminal court systems, correctional processes and penal systems, and security before entering the core MS/AJS degree program. Upon completion of these courses, students will be familiar with issues and trends influencing criminal justice and security and will be prepared to gain skills and knowledge to enter today's dynamic criminal justice and security fields.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-ajs.

MS/AJS Required Course of Study

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

AJS 501 - Introduction to Graduate Study in Criminal Justice and Security
CJA 490 - Survey of Criminal Court Systems
CJA 491 - Introduction to Graduate Study in Criminal Justice and Security
CJA 492 - Survey of Criminal Court Systems
SEC 493 - Survey of Organizational Risk and Incident Management
AJS 542 - Legal Issues in Justice and Security
AJS 552 - Ethics in Justice and Security
AJS 562 - Organizational Risk and Incident Management
AJS 572 - Cyber Crime and Information Systems Security
Applicants to the Bridge version must have a minimum of three (3) years of full-time, post-high school professional work experience for admission. Students will be required to enroll in the Bridge version and must complete four (4) MS/AJS bridge courses; CJA 490, CJA 491, CJA 492 and SEC 493 if they do not meet the following criteria:

- Have both a minimum equivalent of three (3) years of full-time, post-high school professional experience in policing, criminal courts or correctional service (community or institutional) or security AND 2.) a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice, or Security

OR

- Have an undergraduate degree in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Minimum Grade Requirements for the MS/AJS

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492 and SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.

- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.

- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: AJS 595

AJS 582 ~.......................................................... 3 credits
Public Policy Issues
AJS 585 ~.......................................................... 3 credits
Concepts of Physical and Personal Protection
AJS 592 ~.......................................................... 3 credits
Forensic Science and Psychological Profiling
AJS 595 ~.......................................................... 3 credits
Program Development and Evaluation
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

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

- Applicants to the Bridge version must have a minimum of three (3) years of full-time, post high school professional work experience for admission. Students will be required to enroll in the Bridge version and must complete four (4) MS/AJS bridge courses; CJA 490, CJA 491, CJA 492 and SEC 493 if they do not meet the following criteria:

- Have both a minimum equivalent of three (3) years of full-time, post-high school professional experience in policing, criminal courts or correctional service (community or institutional) or security AND 2.) a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice, or Security

- Have 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 are expected to meet the following admissions requirements:
THIS PAGE WAS LEFT BLANK INTENTIONALLY
The University of Phoenix School of Business offers the Master of Business Administration and Master of Management. Although only one MBA degree may be earned, MBA students may choose to pursue the MBA or a concentration in a variety of areas.

**Master of Business Administration**

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

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations.

In addition to the University of Phoenix learning goals, the MBA program prepares students to:

- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization’s plans and actions align with its values.
- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses.

Students may also complete an additional concentration. Please contact your academic representative for more information.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

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

**MBA Program Category Requirements**

**Management, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 521</td>
<td>Management</td>
<td>3 credits</td>
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</table>

**Human Capital Management, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HRM 531</td>
<td>Human Capital Management</td>
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</tr>
<tr>
<td>LAW 531</td>
<td>Business Law</td>
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**Organizational Leadership, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>LDR 531</td>
<td>Organizational Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>QRB 501</td>
<td>Quantitative Reasoning for Business</td>
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**Accounting, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 561</td>
<td>Accounting</td>
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</tr>
<tr>
<td>QRB 501</td>
<td>Quantitative Reasoning for Business</td>
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**Applied Business Research and Statistics, 3 total credits**

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>QNT 561</td>
<td>Applied Business Research &amp; Statistics</td>
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**Operations Management, 3 total credits**

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<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>OPS 571</td>
<td>Operations Management</td>
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**Corporate Finance, 3 total credits**

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FIN 571</td>
<td>Corporate Finance</td>
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</table>

**Marketing, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 571</td>
<td>Marketing</td>
<td>3 credits</td>
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</tbody>
</table>

**Strategic Planning and Implementation, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STR 581</td>
<td>Strategic Planning &amp; Implementation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Accounting Concentration**

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC 541-Accounting Theory & Research).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.
MBA students may earn a concentration in Energy Management (EM) by completing at least 15 credit hours of course work in Energy Management.

Students earning an EM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the EM concentration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-em.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 555</td>
<td>Energy Sector Management</td>
<td>3</td>
</tr>
<tr>
<td>EM 565</td>
<td>Financial Management in the Energy Sector</td>
<td>3</td>
</tr>
<tr>
<td>EM 575</td>
<td>Energy Economics</td>
<td>3</td>
</tr>
<tr>
<td>EM 585</td>
<td>Marketing Energy</td>
<td>3</td>
</tr>
<tr>
<td>EM 595</td>
<td>Strategic Planning and Implementation for the Energy Sector</td>
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</table>

Global Management Concentration

MBA students may earn a concentration in Global Management (GM) by completing at least 15 credit hours of course work in Global Management.

Students earning a GM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the GM concentration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-gm.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GMGT 510</td>
<td>Global Business Organization and Culture</td>
<td>3</td>
</tr>
<tr>
<td>GMGT 520</td>
<td>External Environment of Global Business</td>
<td>3</td>
</tr>
<tr>
<td>GMGT 530</td>
<td>Internal Environment of Global Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Care Management Concentration

MBA students may earn a concentration in Health Care Management (HCM) by completing at least 15 credit hours of course work in Health Care Management.

Students earning a HCM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the HCM concentration.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hcm.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 531</td>
<td>Health Care Organizations and Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCS 533</td>
<td>Health Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCS 545</td>
<td>Health Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HCS 588</td>
<td>Measuring Performance Standards</td>
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</tr>
</tbody>
</table>

Human Resource Management Concentration

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-hrm.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 546</td>
<td>Human Resource Law</td>
<td>3</td>
</tr>
<tr>
<td>HRM 558</td>
<td>Research in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 548</td>
<td>Recruitment and Retention Practices</td>
<td>3</td>
</tr>
<tr>
<td>HRM 552</td>
<td>Organizational Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>HRM 554</td>
<td>Occupational Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>HRM 595</td>
<td>Human Resource Capstone Course</td>
<td>3</td>
</tr>
</tbody>
</table>

Marketing Concentration

MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT 593-Product Design and Development Course).
Students who complete the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pm.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-mkt.

MKT 544 ~ ................................................................. 3 credits
Integrated Marketing Communications
MKT 554 ~ ................................................................. 3 credits
Consumer Behavior
MKT 552 ~ ................................................................. 3 credits
Technology Applications and e-Marketing
MKT 562 ~ ................................................................. 3 credits
Advanced International Marketing
MKT 593 ~ ................................................................. 3 credits
Product Design and Development

Project Management Concentration
MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management. Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-pm.

PM 571 ~ ................................................................. 3 credits
Project Management
PM 582 ~ ................................................................. 3 credits
Project Leadership
PM 584 ~ ................................................................. 3 credits
Project Risk Management
PM 586 ~ ................................................................. 3 credits
Project Quality Management
PM 598 ~ ................................................................. 3 credits
Project Management Capstone

Technology Management Concentration
MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of coursework in Technology Management.

Students earning a TM concentration will complete a minimum of 51 credits (36 credits from the MBA required areas) which includes 15 credits from concentration coursework.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-tm.

COM TM541 ~ .......................................................... 3 credits
Communications for Managers of Technology
PM 571 ~ ................................................................. 3 credits
Project Management
TMGT 540 ~ ............................................................. 3 credits
Management of R&D and Innovation Processes
TMGT 550 ~ ............................................................. 3 credits
Technology Transfer in the Global Economy
TMGT 590 ~ ............................................................. 3 credits
Applications of Technology Management

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 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA
The degree requirements for this program are the following:

- A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the MBA

- MGT 521 must be the first course taken.
- Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• Management (MGT 521) may not be waived.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course), which is the last core course in the program, may not be waived.

The following courses may not be waived: ACC 541, CAP GM591, EM 555, EM 595, GMGT 510, HCS 531, HCS 586, HRM 595, MGT 521, MKT 593, FM 598, QRB 501, STR 581

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

Students must earn a B- or better in the doctoral level courses in order to waive them in the doctoral program.

Students who have completed Meritus University graduate MBA courses may transfer all courses earned at Meritus University into the MBA program at the University of Phoenix without limitation provided that they sign an Enrollment Agreement for the University of Phoenix MBA program by March 1, 2012. Students transferring from Meritus University to University of Phoenix will still be required to satisfy all program requirements for the University of Phoenix MBA program and complete at least 3 credits at University of Phoenix in order to obtain their MBA degree from University of Phoenix.

Master of Management

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

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful consulting practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive management consulting industry.

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

MM Program Category Requirements

Consulting, 3 total credits
MGT 527 ~ ............................................................................... 3 credits

Organizational Communications, 3 total credits
COM 537 ~ ............................................................................... 3 credits

Leadership, 3 total credits
LDR 535 ~ ............................................................................... 3 credits

Global Management, 3 total credits
MGT 538 ~ ............................................................................... 3 credits

Negotiation, 3 total credits
MGT 557 ~ ............................................................................... 3 credits

Research, 3 total credits
QNT 565 ~ ............................................................................... 3 credits

Ethics and Social Responsibility, 3 total credits
MGT 567 ~ ............................................................................... 3 credits

Business Law, 3 total credits
LAW 575 ~ ............................................................................... 3 credits

Project Quality Management, 3 total credits
PM 586 ~ ............................................................................... 3 credits

Budgetary Finance, 3 total credits
FIN 575 ~ ............................................................................... 3 credits

Strategic Marketing, 3 total credits
MKT 575 ~ ............................................................................... 3 credits

Public Relations, 3 total credits
MKT 578~ ............................................................................... 3 credits

Consulting Project, 3 total credits
MGT 598 ~ ............................................................................... 3 credits

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.
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. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• No work experience is required for this program.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM
The degree requirements for this program are the following:
• A minimum of 42 graduate credits must be completed to meet all areas of the required course of study.
• A minimum grade point average (GPA) of 3.0.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as: Master of Management

Residency Requirements and Course Waivers for the MM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived from the degree program: MGT 527, MGT 598

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.
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The College of Information Systems and Technology Programs offers the Master of Information Systems (MIS) degree.

**Master of Information Systems**

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

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today’s information economy. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the development and management of business systems within the organization, to understand and apply the principles of systems analysis and design, to analyze and evaluate emerging information technologies, and to create project, risk, and information systems strategic plans.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mis.

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

**MIS Required Course of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMGT 530</td>
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<tr>
<td>IT Organizational Behavior</td>
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<tr>
<td>BSA 500</td>
<td>3 credits</td>
</tr>
<tr>
<td>~ Business Systems I</td>
<td></td>
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<tr>
<td>BSA 502</td>
<td>3 credits</td>
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<tr>
<td>~ Business Systems II</td>
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<tr>
<td>CMGT 554</td>
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<tr>
<td>~ IT Infrastructure</td>
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<tr>
<td>CMGT 555</td>
<td>3 credits</td>
</tr>
<tr>
<td>~ Systems Analysis &amp; Development</td>
<td></td>
</tr>
<tr>
<td>CMGT 556</td>
<td>3 credits</td>
</tr>
<tr>
<td>~ Enterprise Models</td>
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<tr>
<td>CMGT 557</td>
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<tr>
<td>~ Emerging Technologies &amp; Issues</td>
<td></td>
</tr>
<tr>
<td>DBM 502</td>
<td>3 credits</td>
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<tr>
<td>~ Database Management</td>
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<tr>
<td>CMGT 575</td>
<td>3 credits</td>
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<tr>
<td>~ CIS Project Management</td>
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<tr>
<td>CMGT 578</td>
<td>3 credits</td>
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<tr>
<td>~ CIS Strategic Planning</td>
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<tr>
<td>CMGT 582</td>
<td>3 credits</td>
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<tr>
<td>Security &amp; Ethics</td>
<td></td>
</tr>
<tr>
<td>CMGT 583</td>
<td>3 credits</td>
</tr>
<tr>
<td>~ IS Integration</td>
<td></td>
</tr>
</tbody>
</table>

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

**Additional Admission Requirements for the MIS**

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution 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 minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Degree Requirements for the MIS**

The degree requirements for this program are the following:

- Completion of a minimum of 36 credits of the required course of study to meet University residency requirements. Competency prerequisites related to information system concepts and programming concepts must be satisfied. Additional coursework, up to six (6) credits for a total program requirement of up to 42 credits, may be required.
- A minimum program grade point average (GPA) of 3.0.
- CMGT 530 is the required entry point for all students.
- Students must complete six (6) credits with a passing grade, from the courses outlined below, to satisfy program competency prerequisites prior to enrolling in the required course of study. Students may satisfy the competency prerequisites in the following ways:
  - Comparable undergraduate or graduate level coursework completed at University of Phoenix.
  - Comparable undergraduate or graduate coursework completed within the past five (5) years at a regionally or nationally approved accredited college or university with a grade of C- or better.
- The diploma awarded for this program will read as follows:
  Master of Information Systems

**Residency Requirements and Course Waivers for the MIS**

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 27 graduate level credits at the University.

Students in this program may waive a maximum of nine (9) credits from the 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 following course in the required course of study may not be waived: CMGT 530, CMGT 583
The MSN Programs are developed for nurses who want to ground themselves in advanced roles. These programs are designed specifically for nurses and health care professionals who desire a repertoire of skills and knowledge necessary to respond effectively to today’s dynamic health care environment. They also equip students with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel.

Each program has a blend of theory and practice which fosters a learning environment that allows students to build their knowledge base and to effectively and creatively apply what they have learned.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care. In addition, there is a MSN/FNP Program and FNP Post-Masters Certificate available at selected University of Phoenix campuses.

The MSN/MHA and MSN/MBA/HC Dual Degree Programs allow nurses to blend advanced nursing concepts with business and management skills need in health care today.

**International Nursing Honor Society**

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarships, knowledge, and technology to improve health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Health and Human Services. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing. The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, and have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity.

The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 120,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society’s members are active in more than 90 countries and territories, and the 424 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 3,000 members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicron-delta.net.

**Master of Science in Nursing**

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

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in specific area of content or advanced practice role. Thirty-nine credits are required for completion of the degree.

The MSN program is 39 credits. The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses in which an “F” was earned must be repeated.

*One DuPont Circle NW, Suite 530, Washington DC 20036-1120; (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.

**MSN Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of “B” for successful completion are identified by a + symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1 credit</td>
</tr>
<tr>
<td>NUR 513</td>
<td>Theoretical Foundations of Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 518</td>
<td>Analysis of Research Reports</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 531</td>
<td>Influencing the Future of Nursing and Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 587</td>
<td>Creating Change Within Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 544</td>
<td>Population-Focused Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 588</td>
<td>Developing and Evaluating Educational Programs</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Additional Admission Requirements for the MSN

• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university; or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

• Current employment is not a requirement for admission.

• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Marianas Islands
  • US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

Academic Progression Requirements for the MSN

• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.

• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

Minimum Grade Requirements for the MSN

• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically Suspended and will not be able to continue in the MSN program.

• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN

• Completion of a minimum of 39 credits (48 credits for the MSN bridge).

• A minimum program grade point average (GPA) of 3.0.

• The diploma awarded for these programs will read as follows: Master of Science in Nursing

Residency Requirements and Course Waivers for the MSN

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the required course of study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and

Minimum Grade Requirements for the MSN

• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically Suspended and will not be able to continue in the MSN program.

• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN

• Completion of a minimum of 39 credits (48 credits for the MSN bridge).

• A minimum program grade point average (GPA) of 3.0.

• The diploma awarded for these programs will read as follows: Master of Science in Nursing

Residency Requirements and Course Waivers for the MSN

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the required course of study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and

Minimum Grade Requirements for the MSN

• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically Suspended and will not be able to continue in the MSN program.

• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN

• Completion of a minimum of 39 credits (48 credits for the MSN bridge).

• A minimum program grade point average (GPA) of 3.0.

• The diploma awarded for these programs will read as follows: Master of Science in Nursing

Residency Requirements and Course Waivers for the MSN

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the required course of study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;

• The course must have been completed within the past 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 following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A/B

Master of Science in Nursing/Specialization in Nursing/Health Care Education

The following Master of Science in Nursing/Specialization in Nursing/Healthcare Education (MSN/ED) program is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in Nursing (MSN) program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares advanced practice nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in a specific area of content or advanced practice role. Forty-two credits are required for completion of the degree.

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing specialization is also available as a certificate program for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or flexnet delivery, as well as through the online campuses.

*61 Broadway, 33rd Floor, New York, New York 10006; (212) 363-5555

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-ed.

MSN/ED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of “B” for successful completion are identified by a + symbol following the course number.

HCS 504 ~ ................................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing

NUR 513 ~ .................................................................................3 credits

Theoretical Foundations of Practice

NUR 518 ~ .................................................................................3 credits

Analysis of Research Reports

NUR 531 ~ .................................................................................3 credits

Influencing the Future of Nursing and Health Care

HCS 587 ~ .................................................................................3 credits

Creating Change Within Organizations

NUR 544 ~ ................................................................................3 credits

Population-Focused Health Care

HSN 544 ~ ................................................................................3 credits

Design and Process of Curriculum Development

HCS 571 ~ ................................................................................3 credits

Financial Resource Management

NUR 590A-+ .............................................................................1 credit

Nursing Practicum - A

NUR 587 ~ ................................................................................3 credits

Leadership and Management in Nursing and Health Care

NUR 542 ~ ................................................................................2 credits

Dynamics of Family Systems

NUR 598 ~ + ...............................................................................3 credits

Research Utilization Project

NUR 590B + ...............................................................................2 credits

Nursing Practicum - B

HSN 548 ~ ................................................................................3 credits

Role of the Health Care/Nursing Educator

HSN 540 ~ ................................................................................3 credits

Teaching and Learning Strategies

HSN 552 ~ ................................................................................3 credits

Assessment and Evaluation of Learning

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

Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

Additional Admission Requirements for the MSN/ED

• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• Current employment is not a requirement for admission.
• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

Academic Progression Requirements for the MSN/ED
• Students enrolling in the MSN/ED bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

Minimum Grade Requirements for the MSN/ED
• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548, HSN 552. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN/ED
• Completion of a minimum of 42 credits (51 credits for MSN/ED bridge).
• A minimum program grade point average (GPA) of 3.0.
• The diploma awarded for these programs will read as follows: Master of Science in Nursing and will not reflect the Specialization. Specializations are reflected on the transcript only.

Residency Requirements and Course Waivers for the MSN/ED
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 33 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to waive a course in the required course of study, students must have completed a previous course which meets the following criteria:
  • The course must have been completed and transcripted from a regionally accredited, or approved nationally accredited, 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; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A, NUR 590B

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The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programs include several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

The College of Education works closely with other departments responsible for providing and administering academic preparation at the University and with each campus to ensure the quality delivery of all courses and programs.

**Admission Requirements**

All applicants to this program are expected to meet the following admission requirements:

- A completed and signed graduate application and application fee
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students are required to submit immunization information to the University, if required in the state in which they reside, according to applicable University procedures. Unless state laws require otherwise, any student who does not comply with this requirement will be allowed to complete only the course in which they are currently registered and will not be allowed to enroll in subsequent courses until any required vaccination is obtained and/or required affirmation is provided to the University.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.
- A signed New Student Checklist may be required
- A signed Enrollment/Disclosure Agreement.
Master of Arts in Education with a Specialization in Administration and Supervision

The following Master of Arts in Education (MAEd) program with a specialization in Administration and Supervision is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

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

**MAED/ADM Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0 credits</td>
</tr>
<tr>
<td>EDA 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDA 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 570</td>
<td>Equity, Diversity, and Access in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 555</td>
<td>School Policy and Law for Principals</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 524</td>
<td>Supervision of Curriculum, Instruction, and Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDA 528</td>
<td>Administration of Special Programs</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 535</td>
<td>Business and Facilities Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 560</td>
<td>Human Resources Leadership and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDA 575</td>
<td>Family, Community, and Media Relations</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDA 565</td>
<td>School Improvement Processes</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDA 591C</td>
<td>Principal Internship Part III: Community and Media Relation</td>
<td>1 credit</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
  - Colorado students in the MAED/ADM or Principal Licensure Certificate (PLC) programs can have experience in public or non-public P-12 schools as a licensed or certified professional including school social worker and school nurse.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Requirements for the MAED/ADM**

- Completion of a minimum of 38 credits.
- A minimum program grade point average (GPA) of 3.0.
- Completion of e-portfolios.
- Completion of Field Experience Observation 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

**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 may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally 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.

The following courses will not be waived from the degree program:

COM 516, EDA 591A, EDA 591B, EDA 591C and EDD 581

**Minimum Grade Requirement for the MAED/ADM**

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: EDA 591A, EDA 591B and EDA 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

**Institutional Recommendation**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated administrator exam, if required.
- Colorado: Students must verify three (3) years licensed experience in P-12 grades in order to obtain their principal certification and will need to provide verification of this. Acceptable licensed experience includes the following:
  - Teacher
  - School Counselor
  - School Nurse
  - School Social Worker
  - School Psychologist

**Master of Arts in Education/Teacher Leadership**

The following Master of Arts in Education (MAEd)/Teacher Leadership program is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education program with a specialization in Teacher Leadership is intended for P-12 teachers who define themselves as learners, teachers, and leaders. Teachers become servant leaders who empower themselves and others to directly impact school culture as champions of innovation and facilitators of school improvement, professional development, and student achievement. The program provides advanced knowledge in collaboration, coaching and mentoring, decision making, planning, action research, and evaluation. Graduates will be able to serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tl.

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

**Program Requirements**

COM 516 ................................................................. 1 credit
Professional Communications
EDL 501 ................................................................. 3 credits
Orientation to Teacher Leadership
EDL 500 ~ ................................................................. 3 credits
Personal Leadership
EDL 505 ~ ................................................................. 3 credits
Cultural Competency
EDL 510 ................................................................. 3 credits
Teacher Leadership in a Global Society
AET 541 ................................................................. 3 credits
E-Learning
EDL 515 ................................................................. 3 credits
Organizational Leadership
EDL 520 ................................................................. 3 credits
Instructional Leadership
EDL 525 ................................................................. 3 credits
Accountability and Evaluation
EDL 531 ................................................................. 3 credits
Mentoring and Coaching
EDL 535 ................................................................. 3 credits
Legal and Ethical Issues in Education
EDD 581 ................................................................. 4 credits
Performance Improvement and Management

**Students must select two electives from the following:**

AET 545 ................................................................. 3 credits
E-Learning Design Technologies
AET 550 ................................................................. 3 credits
Performance Improvement and Management
Additional Admission Requirements for the MAED/TL

All applicants are expected to meet the following admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/TL

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

Residency Requirements and Course Waivers for the MAED/TL

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**

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

Program Category Requirements for the MAED/ES

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

**Elective One, 3 total credits**

- AET 505 ................................................................. 3 credits
- Foundations of Adult Education and Training
- AET 510 ................................................................. 3 credits
- Critical Issues and Trends in Adult Education and Training
- AET 545 ................................................................. 3 credits
- E-Learning Design Technologies
- AET 555 ................................................................. 3 credits
- Overview of the Community College

**Elective Two, 3 total credits**

- EDL 500 ................................................................. 3 credits
- Personal Leadership
- EDL 510 ................................................................. 3 credits
- Teacher Leadership in a Global Society
- EDL 531 ................................................................. 3 credits
- Mentoring and Coaching
- EDL 520 ................................................................. 3 credits
- Instructional Leadership

The University reserves the right to modify the Program Requirements.
Additional Admission Requirements for the MAED/ES
Applicants are expected to meet all admissions requirements:
- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/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.
- Applicants to this program must have completed all coursework from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES
- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as follows: Master of Arts in Education Educational Studies

Residency Requirement for the MAED/ES
Students must meet the established University residency requirement for degree conferment. The University requires that all six (6) Elective credits must be completed in order to meet residency.

Master of Arts in Education/Elementary Teacher Education
The following Master of Arts in Education (MAEd)/Elementary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an online classroom at Online rates. Check with your local campus.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

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

Notes:
- Some courses/requirements may change based on the student’s professional portfolio.
- Minimum 200 hours of verified field experiences.
- Completion of all course work and meet all requirements of the degree within 7 years of the Enrollment Agreement sign date.
- Completion of 3 credits of Foundations of Education.
- Completion of 3 credits of Educational Theories and Models.
- Completion of 3 credits of Human Development.
- Completion of 3 credits of Introductory Course.
- Completion of 3 credits of Maintaining an Effective Learning Climate.
- Completion of 3 credits of Models, Theories and Instructional Strategies.
- Completion of 2 credits of The Art and Science of Teaching.
- Completion of 2 credits of Child and Adolescent Development.

Program Category Requirements and Courses Selections

Orientations, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 ................................................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 508 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies
MTE 520 ................................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ................................................................. 2 credits
Child and Adolescent Development
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.

Additional Admission Requirements for the MAED/TED-E

The requirements for admission to this program are as follows:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- MAED/TED-E students must have an undergraduate major in one of the multi-disciplinary areas listed below:
  - Language Arts
  - Liberal Arts
  - Humanities
  - Sciences
  - Mathematics
  - Social Sciences
  - Business
  - Health
  - Information Technology
- 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.

- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

Candidacy Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/TED-E

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

- Immunization or TB test results (District specific)
- Content knowledge mastery prior to student teaching
- Verification of the completion of 200 hours of field experience
- The University reserves the right to modify the Required Course of Study.

Students will need a major in one of the multi-disciplinary areas listed below: Students must have a minimum of 30 semester hours with 15 upper division credits in the major:

- Language Arts
- Liberal Arts
- Humanities
- Sciences
- Mathematics
- Social Sciences
- Information Technology
- Business
- Health
- Information Technology

In addition to the major field of study, students transcripts must include coursework in the following areas:

- English Composition (minimum 3 semester credits)
- Natural Science with lab (4 Semester credits) or two courses (6 Semester credits) chosen from Biology, Chemistry, Physics, Earth Science, or Geology
- Math: College Algebra or higher (minimum 3 semester credits)
- Social Sciences: U.S. History, Geography, U.S. Government, World Civilization, or Economics (minimum 3 semester credits)
- Literature, Humanities, or Fine Arts (minimum 3 semester credits)
- Health Education or Physical Education (minimum 2 semester credits)

If the students’ degree is in the area of Business, Health, or Information Technology, in addition to 30 semester hours with 15 upper division credits the student must have a minimum of 6 credits in the following areas:
• Language Arts
• Social Sciences
• Mathematics

In addition to the major field of study, students' transcripts must include coursework in the following areas:
• English Composition (minimum 3 semester credits)
• Natural Science with lab (4 Semester credits) or two courses (6 semester credits) chosen from Biology, Chemistry, Physics, Earth Science, or Geology
• Math: College Algebra or higher (minimum 3 semester credits)
• Social Sciences: U.S. History, Geography, U.S. Government, World Civilization, or Economics (minimum 3 semester credits)
• Literature, Humanities, or Fine Arts (minimum 3 semester credits)
• Health Education or Physical Education (minimum 2 semester credits)

Minimum Grade Requirements for the MAED/TED-E
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: ELM 519, ELM 520
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Requirements for the MAED/TED-E
The degree requirements for the program are as follows:
• Completion of a minimum of 44 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (200 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as follows: Master of Arts in Education Elementary Teacher Education

Institutional Recommendation for the MAED/TED-E
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-E
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.
In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five years of application to the University with a grade of “B” (3.0) or better;
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MAED/TED programs: COM 516, ELM 519, ELM 520, RDG 530, MTE 507, MTE 508, MTE 520, MTE 532, SPE 514
• Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
</tr>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
</tr>
</tbody>
</table>
Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 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. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Master of Arts in Education/Secondary Teacher Education

The following Master of Arts in Education (MAEd)/Secondary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to prepare students for the variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s.

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

Program Category Requirements and Courses Selections

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 Education, 2 total credits
MTE 501 ~ .......................................................................................... 2 credits
The Art and Science of Teaching
Educational Theories and Models, 6 total credits
MTE 508 ~ .......................................................................................... 3 credits
Models, Theories and Instructional Strategies
MTE 520 ......................................................................................... 3 credits
Maintaining an Effective Learning Climate
Human Development, 2 total credits
MTE 506 ~ .......................................................................................... 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 ~ .......................................................................................... 3 credits
Assessment and Evaluation
Secondary Reading, 6 total credits
RDG 542 ................................................................. 3 credits
Curriculum Constructs and Assessment: Reading Methods for Secondary Settings
RDG 500 ........................................................................ 3 credits
Scientifically Based Reading Instruction

Special Populations, 5 total credits
SPE 514 ................................................................. 2 credits
Survey of Special Populations
MTE 553 ........................................................................ 3 credits
Instruction and Assessment of English Language Learners

Secondary Methods and Assessment, 3 total credits
Students must choose one of the following courses:
MTE 544 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 546 ........................................................................ 3 credits
Curriculum Constructs and Assessment: Secondary English/Language Arts
MTE 547 ........................................................................ 3 credits
Curriculum Constructs and Assessment: Secondary History/Social Science
MTE 548 ........................................................................ 3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 580 ........................................................................ 3 credits
Curriculum Constructs and Assessment: Secondary Business and Marketing

Student Teaching, 8 total credits
SEC 519~ ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 520~ ................................................................. 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-S
The requirements for admission to this program are as follows:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

MAED/TED-S students must have an undergraduate major in one of the following areas:

- Business
- Information Technology
- English/Language Arts
- Mathematics
- Science
- Social Studies/History/Political Science

MAED/TED-S students must have a minimum of 30 semester hours including 15 upper division semester hours in the major.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure MUST use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the State regulating board list of approved agencies (for the particular state in which the student is attending) to verify degree completion and equivalency to a United States undergraduate degree.

- A minimum equivalent of three (3) years post-high school work or volunteer experience.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

Candidacy Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.

  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/TED-S
Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results (District specific)
- Content knowledge mastery prior to student teaching
- Verification of the completion of 200 hours of field experience

Candidates for the Secondary Teacher Education program must have a major in one of the following areas. Students must have a minimum of 30 semester hours including 15 upper division semester hours.

- Business
- Information Technology
- English/Language Arts
- Mathematics
- Science
- Social Studies/History/Political Science
- Collapse

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SEC 519, SEC 520
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.
Degree Requirements for the MAED/TED-S

The degree requirements for the program are as follows:

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

Institutional Recommendation for the MAED/TED-S

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-S

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in the MAED/TED programs: COM 516, SEC 519, SEC 520, MTE 507, MTE 508, RDG 542, MTE 520, MTE 544, MTE 580, MTE 546, MTE 547, MTE 548, SPE 514

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past five years of application to the University with a grade of "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
</tr>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 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. Formal field experience evaluations are required during the program (including observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

Candidates in the MAED/TED program may not student teach in special education.

MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Master of Arts in Education/Special Education

The following Master of Arts in Education (MAEd)/Special Education program is approved to be offered at all University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 200 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

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.

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

Program Category Requirements and Course Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
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<tbody>
<tr>
<td>MTE 507 ~ .................................</td>
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Orientation to Teacher Education

<table>
<thead>
<tr>
<th>Introductory Course, 1 total credit</th>
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<tbody>
<tr>
<td>COM 516 ........................................</td>
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Professional Communications

<table>
<thead>
<tr>
<th>Foundations of Special Education, 3 total credits</th>
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<tbody>
<tr>
<td>SPE 513 ~ .......................................</td>
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Orientation to the Exceptional Child

<table>
<thead>
<tr>
<th>Educational Theories and Models, 9 total credits</th>
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<tbody>
<tr>
<td>MTE 508 ~ .......................................</td>
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Models, Theories, and Instructional Strategies

<table>
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<tr>
<th>Special Education Methods</th>
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<tbody>
<tr>
<td>SPE 511 ~ .........................</td>
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Special Education Methods

<table>
<thead>
<tr>
<th>Inclusion Strategies of the Special Educator</th>
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<tbody>
<tr>
<td>SPE 575 .........................................</td>
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Assessment, 3 total credits

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<tr>
<th>Special Education Assessment and Interpretation</th>
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<tbody>
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<td>RDG 500 ~ .......................................</td>
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Scientifically Based Reading Instruction

<table>
<thead>
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<th>Math, 3 total credits</th>
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<tbody>
<tr>
<td>MTH 506 .........................</td>
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Methods of Teaching Mathematics

<table>
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<tbody>
<tr>
<td>MTE 553 .........................................</td>
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Instruction and Assessment of English Language Learners

<table>
<thead>
<tr>
<th>Characteristics of Learning Disabilities</th>
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<tbody>
<tr>
<td>SPE 531 ~ .......................................</td>
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Characteristics of MR & Developmental Disabilities

<table>
<thead>
<tr>
<th>Characteristics of Emotional &amp; Behavioral Disorders</th>
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</thead>
<tbody>
<tr>
<td>SPE 556 ~ .......................................</td>
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</table>

Characteristics of Physical & Health Disabilities

<table>
<thead>
<tr>
<th>Student Teaching, 8 total credits</th>
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<tbody>
<tr>
<td>SPE 588 ~ .......................................</td>
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</table>

Special Education Student Teaching: Part A

<table>
<thead>
<tr>
<th>Special Education Student Teaching: Part B</th>
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</thead>
<tbody>
<tr>
<td>SPE 589 ~ .......................................</td>
</tr>
</tbody>
</table>

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 the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

Candidacy Status 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 uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching (PLACE or PRAXIS)

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SPE 588, SPE 589
- Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 45 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (200 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows: Master of Arts in Education Special Education

Institutional Recommendation for the MAED/SPE
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
Candidates must pass their state-mandated professional knowledge exam.
Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
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 on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 508, RDG 500, SPE 511, SPE 537, SPE 575, SPE 588, SPE 589
- Colorado Students in the Colorado CERT/SPE program who have successfully completed all courses and wish to earn a master’s degree will waive SPE 588 and SPE 589 Student Teaching Part A and Part B with credit. These students will be required to complete MTE 553 Instruction and Assessment of English Language Learners and MTE 562 Assessment and Evaluation

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 200 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/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.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 generalist 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 generalist special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 15 weeks of student teaching, including the completion of a Teacher Work Sample project.

Additional Degrees

Students wishing to complete an additional MAED program must follow the course equivalency chart for that program to waive courses. Students must still meet University residency requirements to complete the program.
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PROFESSIONAL PROGRAMS

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 Certificate program is one that bears University of Phoenix credits. Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- Signed Certificate Application
- Applicants whose native language is not English must have either:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - Achieved a minimum passing score of 6.5 on the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- 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 along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A signed Enrollment/Disclosure Agreement.

Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.

Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.
CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - UNDERGRADUATE

Project Management

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

The project management course sequence focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/pm.

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

Required Course of Study for the PM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPMGT 300</td>
<td>Project Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPMGT 301 ~</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>CPMGT 302 ~</td>
<td>Strategic Portfolio and Project Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPMGT 303 ~</td>
<td>Procurement and Risk Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPMGT 304 ~</td>
<td>Project Estimating and Control Techniques</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPMGT 305 ~</td>
<td>Leading Projects in Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Project Management Capstone</td>
<td></td>
</tr>
</tbody>
</table>

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

Additional Admission Requirements for the PM

All applicants to this certificate program are expected to meet the following additional admission requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the PM

Credit Bearing Certificate completion requirements are the following:

• Completion of a minimum of 18 credits.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Graduate Nursing/Health Care Education Certificate

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

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing certificate program is for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or Flexnet delivery, as well as through the online campus.

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/nhce.

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

Required Course of Study for the NHCE

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<thead>
<tr>
<th>Course Name</th>
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<tbody>
<tr>
<td>Role of the Health Care/Nursing Educator</td>
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<tr>
<td>Using Effective Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Design and Process of Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>Assessment and Evaluation of Learning</td>
<td>3</td>
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</tbody>
</table>

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

Additional Admission Requirements for the NHCE

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Completion of an undergraduate degree or the entire University of Phoenix BSN or BSHCS Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.
- A minimum of one year full-time post-high school health care work experience.
- Current employment in a nursing or health care role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.

Certificate Completion Requirements for the NHCE

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 12 credits.
- A minimum program grade point average (GPA) of 3.0.

Minimum Grade Requirements for the NHCE

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” in any of the following courses will be scholastically disqualified from the University.

- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Residency Requirements and Course Waivers for the NHCE

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 6 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Principal Licensure Certificate Program

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

The Principal Licensure professional certificate program is designed for educators interested in obtaining a license as a P-12 school principal. The curriculum is focused on education finance, school law, and the role of the principal, curriculum design, and supervision of personnel. The program offers a supervised practicum experience allowing the student to obtain the practical experience necessary for licensure as a school principal. 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/plc.

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

Required Course of Study for the PLC

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 500 Orientation to Administration and Supervision</td>
<td>0</td>
</tr>
<tr>
<td>COM 516 Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>EDA 518 Leadership and Collaborative Processes</td>
<td>3</td>
</tr>
<tr>
<td>EDA 570 Equity, Diversity, and Access in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 555 School Policy and Law for Principals</td>
<td>3</td>
</tr>
<tr>
<td>EDA 524 Supervision of Curriculum, Instruction, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDA 591A Principal Internship Part I: Instructional Leadership</td>
<td>1</td>
</tr>
<tr>
<td>EDA 535 Business and Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 560 Human Resources Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 591B Principal Internship Part II: Organizational Management</td>
<td>1</td>
</tr>
<tr>
<td>EDA 575 Family, Community, and Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDA 565 School Improvement Processes</td>
<td>3</td>
</tr>
<tr>
<td>EDA 591C Principal Internship Part III: Professional Perspectives and Reflective Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Admission Requirements for the PLC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- A masters degree from a regionally accredited college or university or equivalent graduate 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.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Students in the Principal Licensure program will be granted admission with a Provisional status for the first four core courses upon satisfying all of the following:
  - A minimum equivalent of three years post-high school work experience, of which a minimum of 18 months must be instructional or teaching experience and the remainder must be professional in nature.
  - Graduate degree from a university or college that is regionally accredited or a candidate for accreditation.
  - Grade point average (GPA) greater than or equal to 2.5 on the graduate degree posted transcript. A GPA less than 2.5 will be considered if the coursework is more than 10 years old for students who have demonstrated professional progression indicating an ability to succeed.
  - At the end of four University of Phoenix graduate level courses, a "B" (3.0) average must be achieved or the students will be denied admission to the University.
  - A signed PLC New Student Checklist.

Certificate Completions Requirements for the PLC

The completion requirements for this program are the following:

- Completion of a minimum of 28 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of EDA 591A/B/C, Administrative Internship.
- Completion of e-portfolio
- Completion of Field Experience Observation Record
- Students may need to meet additional requirements set forth by their State Department of Education.
- The certificate awarded for this program will read as: Principal Licensure Certificate.
Residency Requirements and Course Waivers for the PLC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to waive a course in the required program of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally accredited, or candidate for accreditation, college or university.
• 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.

The following courses may not be waived: COM 516, EDA 591A, EDA 591B, EDA 591C

Minimum Grade Requirement for the PLC

A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: EDA 591A, EDA 591B, EDA 591C

Failure to meet these requirements will result in scholastic disqualification.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Visual Communication Certificate Program

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

The Visual Communication Certificate is available to undergraduates not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Visual Communication. Student enrolling in the Visual Communication Certificate will learn the graphic design and technology tools to create visual communications that are relevant to organizations. Students in the Visual Communication Certificate will develop a diverse portfolio of rich media that can be used in Web sites, advertising, corporate reports, business presentations, instructional materials, animated movies and electronic publications that fulfill business and training needs.

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-vc.

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

Required Course of Study for the VC

CIS 319 .................................................................3 credits
Computers & Information Processing
VCT 300 ~.........................................................3 credits
Image Editing
VCT 310 ~.........................................................3 credits
Web Design
VCT 320 ~.........................................................3 credits
Electronic Publishing
VCT 410 ~.........................................................3 credits
Instructional Design
VCT 420 ~.........................................................3 credits
Multimedia Development

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

Additional Admission Requirements for the VC

All applicants to this certificate program are expected to meet the following additional admission requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• All applicants must be currently employed or have access to a suitable work environment.

If the candidate does not receive a grade of “B” (3.0) or better on the second attempt, the candidate will be permanently withdrawn from the program.

Institutional Recommendation for the PLC

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification). Refer to the New Student Checklist and your state certification agency for specific requirements.

• Colorado: Students must verify three (3) years licensed experience in P-12 grades in order to obtain their principal certification and will need to provide verification of this. Acceptable licensed experience includes the following:
  • Teacher
  • School Counselor
  • School Nurse
  • School Social Worker
  • School Psychologist
• Passing scores on state exam(s) for principal licensure.

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

University of Phoenix, 2011
PROFESSIONAL PROGRAMS

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY
Certificate Completion Requirements for VC
Certificate completion requirements for the CERT/VC program are as follows:
- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements and Course Waivers for the VC
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited institution.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- A minimum program grade point average (GPA) of 2.0.
- The course must be comparable in content and credits to the University course it is replacing.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program. This policy also applies to upper division courses which are used to fulfill other 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 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.

MINORS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Multimedia and Visual Communication Minor
The following minor is offered at these University of Phoenix campus locations: Southern Colorado. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Multimedia and Visual Communication Minor is for students in any University of Phoenix undergraduate program other than the BSIT.

Preferred Sequence and Requirements for the MVC Minor
CIS 319 ~........................................................................................................ 3 credits
Computers and Information Processing
VCT 300 ~ ................................................................................................... 3 credits
Image Editing
VCT 310 ~ ................................................................................................. 3 credits
Web Design
VCT 320~................................................................................................. 3 credits
Electronic Publishing
VCT 410~................................................................................................... 3 credits
Instructional Design
VCT 420~................................................................................................. 3 credits
Multimedia Development

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

General Information for the MVC Minor
- Undergraduate students may declare and earn a minor within their degree program by satisfying all the admissions and completion requirements for the minor. The credits required to earn the minor may be applied as a part of the required lower division electives. This might enable the student to complete the minor within the total 120 credit hour requirement. However, if a student transfers in courses to fulfill any of their lower division electives, it is possible the minor could make the student's total credit hours exceed 120.
- Students may earn a minor at any time after initial degree conferral by satisfying all the requirements for the most current MVC minor at the time of enrollment.
- Students who are earning, or have earned, an undergraduate degree in BSIT may not earn a minor in Information Systems Security or Visual Communications.
- All undergraduate students seeking a minor must complete a minimum of 15 credits in order to earn a minor.
- Students earning a minor are bound by the residency for their degree program.
- Minor credits may be applied toward the General Education category.
- There is no Post-COCA specific to the MVC minor.
- All undergraduate students declaring a minor must sign an enrollment agreement prior to enrolling in the desired minor.
• Students may waive 9 credits in the required course of study by satisfying the standard University undergraduate course waiver requirements.
  • The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten years of application to the University with a grade of “C” (2.0) or better. Any course developed and maintained by the College of IS & T must have been completed within 5 years of application to the University with a grade of “C” or better.
  • The course must be an upper division course and comparable in content and credits to the University course it is replacing.
  • The University will award Title IV Student Financial Aid funds to eligible students enrolled in a degree program with a declared second major/emphasis/minor as long as the student has not yet graduated from the degree program. For the purpose of this policy, “graduated” is defined as the University having conferred the degree for the primary eligible program. Students, declaring a minor after graduation from their program will not be eligible for Title IV Student Financial Aid funds. Enrollment in a second major/minor after graduation from the first program does not meet the definition of an “educational credential” as defined in the federal definition of a “regular student”.

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

UNDERGRADUATE (Southern Colorado)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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<tbody>
<tr>
<td>Tuition Per Credit</td>
<td></td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>Undergrad (Level 1-2)</td>
<td>$ 380.00</td>
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<tr>
<td>Undergrad (Level 3-4)</td>
<td>$ 415.00</td>
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<tr>
<td>Education (Level 3-4)</td>
<td>$ 405.00</td>
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<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$ 75.00</td>
<td>When the 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>Electronic Course Materials Charge (if applicable)</td>
<td>$ 95.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>CLEP Examination</td>
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<td>Upon notification</td>
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<tr>
<td>NLN Mobility Profile II Tests (3)</td>
<td>$ 35.00</td>
<td>When test is scheduled.</td>
</tr>
<tr>
<td>NLN Chemistry Test</td>
<td>$ 35.00</td>
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<tr>
<td>NLN Anatomy and Physiology Test</td>
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<td></td>
</tr>
<tr>
<td>Prior Learning Assessment Fees</td>
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<tr>
<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
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<tr>
<td>Per Assessed Credit Fee</td>
<td>$75.00</td>
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<td>Placement Examination</td>
<td>No Charge</td>
<td>When test is scheduled.</td>
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<tr>
<td>Challenge Examination</td>
<td>$ 35.00</td>
<td>When test is scheduled.</td>
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<tr>
<td>Late Payment Fee</td>
<td>$ 25.00</td>
<td>Upon notification</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td></td>
<td>Contact Your Campus Representative</td>
</tr>
<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
<td></td>
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<tr>
<td>2nd day delivery</td>
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<tr>
<td>Duplicate Diploma</td>
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<td>Duplicate Certificate</td>
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</tr>
<tr>
<td>Transcript Rush</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
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*NOTE: All fees are subject to change.* Where applicable, sales tax will be added to fees, tuition and material payments.
GRADUATE (Southern Colorado)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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<tbody>
<tr>
<td>Application Fee</td>
<td>$ 45.00</td>
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<td>Tuition Per Credit</td>
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<tr>
<td>Business, Technology and Counseling</td>
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<td>Education</td>
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<td>Directed Study Administrative Charge (non-refundable)</td>
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</tr>
<tr>
<td>Book and Material Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$ 115.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
</tbody>
</table>

*NOTE: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
COURSE DESCRIPTIONS

UNDERGRADUATE

Courses are listed alpha numerically based on the academic discipline prefix. Courses numbered 100-299 are considered lower division; courses numbered 300-499 are considered upper division. Credits for upper division courses may be applied toward lower division requirements. Each course description is followed by the number of credits the course carries.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

Courses numbered 100-299 are considered lower division; courses numbered 300-499 are considered upper division. Credits for lower division courses numbered 100-299 and upper division courses numbered 300-499 are considered upper division. Credits for courses numbered 100-299 are not applicable toward upper division requirements. Credits for courses numbered 100-299 are not applicable toward lower division requirements.

ACC 220 ~ Survey of Accounting: The Maze of Numbers
This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

ACC 227 ~ Cost Accounting
ACC 227 introduces students to the concepts and decision-making issues of cost accounting. Emphasis is placed on management, analysis, business strategy, and implementation. Topics include cost terms and purposes, budgeting, job costing, pricing, and cost management.

ACC 230 ~ Financial Reporting: Peeking Under the Financial Hood
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.

ACC 240 ~ Income Tax: I Owe How Much?!
Every individual and every business must pay income tax. This course familiarizes students with what is - to many - a daunting process. It provides an introduction to basic income tax laws, unraveling what seems like the income tax puzzle. This course provides an introduction to basic income tax laws applicable to individuals and sole proprietorships. Topics include personal exemptions, gross income, adjustments, business expenses, non-business deductions, capital gains, losses, itemized filing requirements, includable income, adjustments, itemized deductions, and tax credits. Students will have the opportunity to work with personal income tax forms and software programs.

ACC 250 ~ Accounting Information Systems
This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

ACC 225 ~ Survey of Accounting: The Maze of Numbers
Every business depends on its accountants to organize and maintain financial information. Accountants translate the maze of numbers most people see into valuable information that keeps a company going. This course introduces students to the accounting profession. It covers the role accounting plays in business and career options in accounting. Students learn the fundamentals of accounting principles and the accounting cycle.

ACC 226 ~ Financial Accounting
Financial accounting communicates economic information and serves as a tool for business decision making. Through financial accounting, accountants track how money circulates in an organization. This course provides an understanding of the fundamental principles of double entry accounting as applied to practical business situations. Emphasis is given to the following: debit and credit rules of accounting, T-accounts, journalizing transactions, adjusting entries for revenue and expense items, inventories, internal control with emphasis on cash, and accounting information systems. Students will be able to prepare and use the income statement, balance sheet, and statement of cash flows.

ACC 227 ~ Cost Accounting
ACC 227 introduces students to the concepts and decision-making issues of cost accounting. Emphasis is placed on management, analysis, business strategy, and implementation. Topics include cost terms and purposes, budgeting, job costing, pricing, and cost management.

ACC 230 ~ Financial Reporting: Peeking Under the Financial Hood
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of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

ACC 290 ~ .................................................................................... 3 credits

Principles of Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 ~ .................................................................................... 3 credits

Cost Accounting

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 362 ~ .................................................................................... 3 credits

Financial Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

ACC 300 ~ .................................................................................... 3 credits

Financial Accounting Transaction Analysis

This course covers the reporting of transactions for plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ACC 340 ~ .................................................................................... 3 credits

Accounting Information Systems I

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

ACC 349 ~ .................................................................................... 3 credits

Intermediate Financial Accounting I

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 421 ~ .................................................................................... 3 credits

Intermediate Financial Accounting II

This course covers business combinations and diversified companies, consolidations of financial statements, home office and branch accounting, segments, foreign currency transactions.

ACC 455 ....................................................................................... 3 credits

Intermediate Financial Accounting III

This course covers business combinations and diversified companies, consolidations of financial statements, home office and branch accounting, segments, foreign currency transactions.

ACC 456 ....................................................................................... 3 credits

Financial Accounting II

This course introduces plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting and other significant liabilities.

ACC 400 ~ .................................................................................... 3 credits

Accounting for Decision Making

This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

ACC 422 ~ .................................................................................... 3 credits

Intermediate Financial Accounting III

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder's equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ~ .................................................................................... 3 credits

Advanced Financial Accounting

This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner's equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 440 ~ .................................................................................... 3 credits

Corporate Taxation

This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 456 ....................................................................................... 3 credits

Individual/Estate Taxation

This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460 ~.................................................................3 credits
Financial Accounting I
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

ACC 462 ~.................................................................3 credits
Financial Accounting II
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision-making with special emphasis on the planning and controlling responsibilities of practicing managers.

ACC 463 ~.................................................................3 credits
Advanced Topics in Accounting Research
This course focuses on the acquisition, analysis and reporting of accounting information, examined from the perspective of effective management decision-making, with special emphasis on long-term investment and financial statement analysis.

ACC 490 ~.................................................................3 credits
Auditing
This course deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.

ACC 491 ~.................................................................3 credits
Contemporary Auditing I
This course is the first in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.

ACC 492 ~.................................................................3 credits
Contemporary Auditing II
This course is the second in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.

ACC 497 ~.................................................................3 credits
Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ADJ 225 ~.................................................................3 credits
Juvenile Justice Procedures
ADJ 225 explores how society responds to juvenile crime—the programs and processes that exist in the juvenile justice system; the roles of the police, courts, and corrections; and prevention efforts in schools and community-based systems. Additionally, students develop an understanding of the historical roots of juvenile justice and its evolution to present-day practice.

ADJ 235 ~.................................................................3 credits
Ethics and the Administration of Justice
ADJ 235 presents the ethical standards, roles, and responsibilities of criminal justice professionals and examines potential profession-specific ethical dilemmas. Ethical theories are applied to real and hypothetical scenarios in the justice system.

ADJ 255 ~.................................................................3 credits
Contemporary Issues in Criminal Justice
Contemporary Issues in Criminal Justice addresses relevant matters that shape the current United States criminal justice system, including the media and media applications, police power, the death penalty, fairness of courts, corrections, the War on Drugs, terrorism, law enforcement, and national security. Through study and debate of these issues, students acquire a comprehension of the modern criminal justice system, and are encouraged to develop their own opinions about these matters.

ADJ 265 ~.................................................................3 credits
Interpersonal Communication in Criminal Justice
This course prepares students to communicate effectively in both written and verbal form. It covers best practices in investigative reporting, written reports and memos, court reporting, and testimony. Additionally, it covers interpersonal verbal communication with victims, suspects, and civilians. Other topics include interviews, interrogations, and uses of technology related to the field. The goal of this course is to encourage students to develop their verbal and written communication skills relating to criminal justice professions.

ADJ 275 ~.................................................................3 credits
Criminal Procedures
This course focuses on the law and practice of procedural concepts within the criminal justice process. Through interactive case studies, relevant discussions, and comprehensive assessments, students will learn to apply legal concepts to real-life situations. Students will not only recognize significant court decisions that shaped these legal concepts and their application in everyday life, but will also engage in debate designed to further the student’s understanding of how these concepts play an integral role in the pursuit of a fair and balanced justice system. In particular, students will use these various procedural concepts to determine the comprehensive outcome of a specific fact-pattern scenario.

ADJ 285 ~.................................................................3 credits
Contemporary Issues in American Education
This course provides an overview of the teaching profession. It introduces the student to the various issues affecting teachers. Its primary focus will be on contemporary issues teachers and educators face in today’s schools. Throughout the course, all aspects of the teaching profession will be incorporated from the diversity of students in the classroom, to school organization and governance, to teaching phi-
AED 201 introduces the common issues education professionals face in their field. In addition to discussing the professional foundations of teaching, students examine and discuss issues related to the needs, rights, and responsibilities of diverse learners in a changing society. This course also addresses governance and legal issues in the education system.

AED 202 ~ ............................................................... 3 credits

Child Development

AED 202 provides a context for understanding and addressing teaching and learning issues encountered in the classroom. Students are introduced to the major benchmarks of children’s social, emotional, cognitive, and language development, as well as the notion of multiple intelligences. As each of these topics is addressed, the instructional implications are also discussed.

AED 203 ~ ............................................................... 3 credits

Classroom Instruction

AED 203 encompasses the various aspects of classroom instruction for elementary and middle school. The course builds on the foundation of curriculum instruction by examining instructional approaches, programs, lesson plans, and assessments in language arts, social science, mathematics, and science. In addition, it addresses ways in which instruction can be organized and managed effectively to facilitate learning.

AED 204 ~ ............................................................... 3 credits

Diversity in the Classroom

AED 204 focuses on developing understanding of cultural diversity concepts in education, as well as on developing understanding of implications for learning and instruction. Students read about and discuss issues related to educational equity and multiculturalism. Students connect these perspectives to instructional strategies that may be used in the classroom.

AED 205 ~ ............................................................... 3 credits

Classroom Management

Effective education professionals are able to gain student cooperation and foster motivation, so all students can be actively engaged in the learning process. This course presents research-based, practical strategies that provide support toward a positive and effective learning environment. Topics covered include establishing classroom standards, monitoring student learning and behavior, and techniques to respond appropriately to various student needs and disruptive behavior.

AED 222 ~ ............................................................... 3 credits

Intro to the Exceptional Learner

This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.

ARTS 100 ~ ............................................................... 3 credits

Introduction to the Visual Performing Arts

This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.

ART 101 ~ ............................................................... 3 credits

Introduction to Art

This course introduces students to the elements and principles of art as well as the creation of various media, such as painting, sculpture, architecture, design, photography, and the decorative arts. Students apply techniques for viewing art critically to build an appreciation of various art forms. Themes within the course include contemporary topics in the arts, cultural diversity in the arts, and the arts in a historical context.

ARTS 125 ~ ............................................................... 3 credits

Pop Culture and the Arts

This course explores the interactions between the arts, advertising, media, and lifestyle and cultural trends in contemporary American society. Familiarity will be gained with the various art forms and their relationship to mass media, personal and professional life, and in particular to how they contribute to the current conception of fine art and popular culture. Students are asked to examine current trends and cultural changes, assessing both the role the arts have played in creating them and the influence these cultural trends have on art itself.

ARTS 230 ~ ............................................................... 3 credits

Survey of the Visual Performing Arts

This course offers a foundation in the visual arts, elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340 ~ ............................................................... 3 credits

Exploration of Western Classical Music

This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.

B.COM 230 ~ ............................................................... 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

B.COM 275 ~ ............................................................... 3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports.
Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

**BCOM 405 ~ Communications Law and Ethics**
This course focuses on the legal and ethical environment of communications in business. Emphasis will be placed on free speech, legal actions, intellectual property, business practices, ethics, and future trends in business communications.

**BCOM 426 ~ Advertising and Media Communications**
This course focuses on the role of media communication and advertising in the business environment. Topics will explore media and advertising, media campaigns, media technologies, and the future of media communication and advertising.

**BCOM 457 ~ Applications in Business Communications**
In this course, students will integrate the principles and practices of communications theory and practice with communication law and ethics, mass communications, public relations, media and advertising, and electronic publishing. Students will utilize their communications knowledge and skills to be more effective managers in the business environment.

**BCOM 475 ~ Strategic Business Communication**
In this course, students will integrate the principles and practices of communications theory and practice with communication law and ethics, mass communications, and other major communications areas. Students will utilize their communications knowledge and skills to be more effective managers in the business environment. Students will also create a strategic communications plan.

**BEH 210 ~ Personality Theories**
In BEH 210, students study and evaluate personality theories. Topics include psychoanalytic, neo-Freudian, behavioral, cognitive, trait, and humanistic personality theories. Student activities include, but are not limited to, collaborative discussions, theory evaluations, a persuasive paper, and development of a personality theory.

**BEH 221 ~ Introduction to Behavioral Science**
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.

**BEH 225 ~ Introduction to Behavioral Science**
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.

**BIO 101 ~ Introduction to Biology**
This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

**BIO 240 ~ Conservation Biology**
This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

**BIO 280 ~ Ecology and Evolution**
This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

**BIS 219 ~ Business Information Systems**
This course provides an overview of business information systems. This includes a broad foundation for both technical and non-technical business professions. Special emphasis is placed on how information is used by different types of businesses across different industries.

**BIS 220 ~ Introduction to Computer Applications and Systems**
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
This course addresses how technology is used in retail management. Emphasis is placed on applying technology and data collected from POS systems, customer tracking, and inventory management systems to make informed business decisions.

**BPA 320 ~** ...................................................................................... 3 credits

**Business Information Systems**

This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including work 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.

**BPA 301** ........................................................................................ 3 credits

**Politics and Citizenship: The Public Policy Environment**

This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grassroots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.

**BPA 302** ........................................................................................ 3 credits

**Public Programs: Implementation and Evaluation in a Dynamic Environment**

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

**BPA 401 ~** ...................................................................................... 3 credits

**Foundations of Public Administration**

This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

**BPA 302** ........................................................................................ 3 credits

**Public Programs: Implementation and Evaluation in a Dynamic Environment**

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

**BPA 401 ~** ...................................................................................... 3 credits

**Foundations of Public Administration**

This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

**BPA 402 ~** ...................................................................................... 3 credits

**Politics and Citizenship: The Public Policy Environment**

This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grassroots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.

**BPA 403 ~** ...................................................................................... 3 credits

**Public Programs: Implementation and Evaluation in a Dynamic Environment**

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

**BPA 406 ~** ...................................................................................... 3 credits

**The Public Leader: Integration and Application**

This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepens the student’s understanding of the challenges and complexities facing and public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

**BRM 353** ...................................................................................... 3 credits

**Product Brand Management**

This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

**BRM 440** ...................................................................................... 3 credits

**Online Retailing**

This course provides an in-depth look at the online retailing environment. Special consideration is given to comparing online retailing to traditional brick and mortar retailing; components of the online retail environment; online marketing; consumer protection; and emerging trends in online retailing.

**BRM 451 ~** ...................................................................................... 3 credits

**Strategic Retail Management**

This course presents an overview of the strategic retail management environment from the beginning to the end of the retail value chain. Students gain an understanding of how to manage in the highly competitive retail environment. Issues concerning merchandising, customer experience, retail channels, diverse customer demographics, and other industry trends are examined.

**BRM 452 ~** ...................................................................................... 3 credits

**Retail Marketing**

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.

**BRM 453 ~** ...................................................................................... 3 credits

**Product and Brand Management**

This course presents an analysis of the goods and services lifecycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product development strategies that deliver value to consumers.

**BRM 454 ~** ...................................................................................... 3 credits

**Retail Operations: Supply Management**

This course encompasses an examination of the supply side of the
retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

**BRM 455 – Retail Operations: Technology and Finance**

This course presents technology and finance concepts from a retail management context. Topics include inventory management, forecasting and reporting, buying, retail accounting, e-commerce, and database management. Upon completion of the course, students will possess the skills and knowledge necessary to manage the financial and technological operations of a retail business.

**BSA 375 ~ Fundamentals of Business Systems Development**

This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

**BSA 310 ~ Business Systems**

This course introduces logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

**BSA 376 ~ Systems Analysis and Design**

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

**BSA 380 ~ Introduction to Software Engineering**

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Software Engineering and Systems Development Life Cycle are fundamental to the course.

**BSA 400 ~ Business Systems Development II**

This course continues the subject in BSA 375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed upon when and how to most effectively use available methodologies and tools for systems development.

**BSA 411 ~ Systems Analysis Methodologies**

This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

**BSA 412 ~ Systems Analysis Tools**

This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

**BSHS 301 ~ Introduction to Human Services**

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to demonstrate critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers in the format of the Publication Manual for the American Psychological Association. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

**BSHS 302 ~ Introduction to Human Services**

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to demonstrate critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

**BSHS 311 ~ Models of Effective Helping**

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.
BSHS 321 ~ Models of Effective Helping

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

BSHS 322 ~ Communication Skills for Human Service Professionals

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

BSHS 331 ~ Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 332 ~ Communication Skills for Human Service Professionals

This course explores the theory and practice of professional communication skills, including active listening, interviewing, verbal and nonverbal communications, exploration and goal setting skills, and various techniques for helping people change. Students will develop an understanding of the relationship dynamics between clinicians, clients, and human service staff through application of communication techniques and strategies.

BSHS 333 ~ Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 341 ~ Field Experience/Part I

This course provides information and support to assist students in their first field experience placement in a human services organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human services delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a ten-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the twelve core competencies of the BSHS program, with an emphasis on participant involvement, communication, community and service networking, as well as education, training, and self development.

BSHS 342 ~ Models of Effective Helping

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

BSHS 343 ~ Communication Skills for Human Service Professionals

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

BSHS 344 ~ Communication Skills for the Human Service Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communications, exploration and goal setting skills, and various techniques for helping people change. Students will develop an understanding of the relationship dynamics between clinicians, clients, and human service staff through application of communication techniques and strategies.

BSHS 345 ~ Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 346 ~ Technology in Human Services

This course is a survey of the use of communications technology in Human Services. It examines how technology affects the delivery of Human Services and how technology is used in delivering the service. Students are required to have access to the Internet and have a valid e-mail address to take this course.

BSHS 347 ~ Technology in Human Services

This course is a survey of the use of communications technology in Human Services. It examines how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the internet and have a valid e-mail address to take this course.

BSHS 348 ~ Child Development

In this course students learn about human growth and development from conception through adolescence. Physical, cognitive, and psychosocial developmental domains are studied. Within those domains, language development, moral development, and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human services workers have on children, adolescents, and their caregivers.

BSHS 349 ~ Adult and Family Development

In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today’s society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster...
greater life satisfaction and health. Students examine the resources and services for the aged population.

BSHS 381 ~ .................................................................................. 3 credits

Research and Statistics for the Social Sciences

This course provides an overview of research methods and appropriate use of statistics in the social sciences. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistics software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 382 ~ ................................................................. 3 credits

Research and Statistics for the Social Sciences

This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become "informed consumers" of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 391 ~ ................................................................. 3 credits

Lifelong Learning and Professional Development

This course will examine the roles of lifelong learning and professional development for human service workers in the helping process. Students will clarify their values and aspirations and develop a plan for their personal professional development. Students will explore both short-term plans and long-range goals and research the requirements and resources for each.

BSHS 401 ~ ................................................................. 3 credits

Case Management

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 402 ~ ................................................................. 3 credits

Case Management

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 411 ~ ................................................................. 3 credits

Field Experience/Part II

This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities while in the field experience. Students will learn to present issues for supervision.

BSHS 421 ~ ................................................................. 3 credits

Cultural Diversity and Special Populations

Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 422 ~ ................................................................. 3 credits

Cultural Diversity and Special Populations

Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 431 ~ ................................................................. 3 credits

Dependency and Addictions

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 441 ~ ................................................................. 3 credits

Advocacy and Mediation

This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 442 ~ ................................................................. 3 credits

Advocacy and Mediation

This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 451 ~ ................................................................. 3 credits

Program Design and Proposal Writing

This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

BSHS 452 ~ ................................................................. 3 credits

Program Design and Proposal Writing

This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

BSHS 461 ~ ................................................................. 3 credits

Building Community in Organizations

This course provides a framework for understanding organizations
as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.

BSHS 462 ~ ................................................................. 3 credits

**Building Community in Organizations**

This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications of considering organizations as communities, the skills necessary to effectively work in organizational communities and the powerful benefits of working in community. Emphasis will be placed on the skills of working effectively in community.

BSHS 471 ~ ................................................................. 3 credits

**Mental Health and Crisis Intervention Practices**

Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

BSHS 481 ~ ................................................................. 3 credits

**Working with Groups**

The course provides students with knowledge, awareness and skill building in group work. Content emphasizes such areas as different types of groups (task, psycho-educational, counseling, and psychotherapy), group dynamics, group norms and boundaries, leadership styles, and leading and co-leading. Ethics, standards for best practice and principles for diversity-competent group workers, confidentiality, and selection procedures are included as key components for effective group work practice.

BSHS 491 ~ ................................................................. 3 credits

**Field Experience, Part III**

This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes.

BUS 175 ................................................................. 3 credits

**Foundations of Business**

This course is designed to equip students with a foundational understanding of business and provide a solid grounding of real world business situations. The contemporary business environment and general business concepts are discussed in the context of diversity, globalization, business ethics, business technology, and e-Business. Upon completion students are better prepared to make informed decisions regarding their educational and professional goals in business.

BUS 210 ................................................................. 3 credits

**Survey of Green and Sustainable Business**

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 practices; the influences of technology; product and service design; and the regulatory environment of sustainable business.

BUS 327 ................................................................. 3 credits

**The Sustainable Organization**

This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumptive calculations of manufacturing, and the impact of business decisions on the environment.

BUS 360 ................................................................. 3 credits

**Corporate and Social Responsibility**

This course utilizes a case-study approach of addressing and discussing issues in corporate and social responsibility. Emphasis is placed on reviewing examples from public and private businesses that have had both a positive and negative net impact on the business and on the environment at the local, regional, and global level from an ethical, public relations, and profitability perspective.

BUS 372 ................................................................. 3 credits

**Business Sustainability Standards**

This course provides a regulatory and compliance overview the local, state, and federal business sustainability standards. Special emphasis is placed on ISO requirements, LEED certification, and emerging sustainability standards for business. Students will also address compliance as a competitive advantage and the ethical responsibility of businesses to employees, the community, and the environment.

BUS 401 ................................................................. 3 credits

**Business Law for Entrepreneurs**

This course focuses on the legal issues faced by small business entrepreneurs. This includes the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.

BUS 411 ................................................................. 3 credits

**The Legal Environment of Hospitality Management**

This course addresses the regulatory environment, legal concepts, and procedures for administering a business in the hospitality and tourism industry. Special emphasis is placed on liability awareness, risk reduction of legal actions, human resource compliance, and the duty of care to the public when working in hospitality management.

BUS 415 ................................................................. 3 credits

**Business Law**

This course examines, analyzes, and applies to the modern business environment the nature, formation, and system of law in the United States.
Introductory Chemistry

This course provides both a theoretical and practical application to retail pricing strategies. Special emphasis is placed on pricing strategies, consumer motivation, and how pricing decisions are made. This includes a corporate-level, store-manager, and small business perspective in the retail environment.

BUS 418 ~.................................................................................. 3 credits
Retail Pricing Strategies

This course provides both a theoretical and practical application to retail pricing strategies. Special emphasis is placed on pricing strategies, consumer motivation, and how pricing decisions are made. This includes a corporate-level, store-manager, and small business perspective in the retail environment.

BUS 421 ~.................................................................................. 3 credits
Contemporary Business Law I

This course is the first in a two-part business law course that reviews the American legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. This course critically examines torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

BUS 422 ~.................................................................................. 3 credits
Contemporary Business Law II

This course is the second in a two-part business law course sequence that critically examines real and personal property, creditor-debtor relationships, bankruptcy, sales, securities, and government regulation.

BUS 475 ~.................................................................................. 3 credits
Integrated Business Topics

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

BUS 488 ~.................................................................................. 3 credits
Business Law in Supply Chain Management

This course addresses the aspects of business law in supply chain management. This includes the regulatory environment, shipping laws, and contract law. Students will discuss business law in supply chain management from both a domestic and international perspective.

CHM 109 ~ .................................................................................. 3 credits
Introductory Chemistry

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.

CHM 110 ~ .................................................................................. 3 credits
Introductory Chemistry

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.

CIS 105 ~ .................................................................................. 3 credits
Survey of Computer Information Systems

This course presents an overview of the various technologies imbedded in every aspect of society. Students gain a basic understanding of how a computer functions as a single unit, in a network, and as a connection to the Internet. Other topics include security issues and the use of productivity software, such as word processing, spreadsheets, and presentation applications. The course also addresses social and ethical issues related to using computers.

CIS 207 ~.................................................................................. 3 credits
Information Systems Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CIS 211 ~.................................................................................. 3 credits
Office Software Support Fundamentals

This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.

CIS 290 ~ .................................................................................. 3 credits
Personal Computer Hardware Support

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 292 ~ .................................................................................. 3 credits
Personal Computer OS Support

This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

CIS 294 ~ .................................................................................. 3 credits
Personal Computer Customer Support

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course includes the fundamentals of This course includes the fundamentals of and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.

CIS 296 ~ .................................................................................. 3 credits
Computer Systems Maintenance

This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

CIS 319 ~ .................................................................................. 3 credits
Computers and Information Processing

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CJA 204 ~ Introduction to Criminal justice

This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214 ~ Introduction to Policy Theory and Practices

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJA 224 ~ Introduction to Criminal Court Systems

This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234 ~ Introduction to Corrections

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include: policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 300 ~ Organized Crime

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

CJA 303 ~ Foundations of Criminal Justice

This course is a survey of the criminal justice system, including the agencies and processes involved in the administration of criminal justice. It provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are also discussed.

CJA 304 ~ Interpersonal Communications

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 310 ~ Contemporary Issues in Criminal Justice

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the ways crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

CJA 313 ~ Contemporary Issues in Criminal Justice

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the ways crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

CJA 314 ~ Contemporary Issues in Criminal Justice

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the ways crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

CJA 320 ~ Contemporary Issues in Criminal Justice

This course is a survey of the criminal justice system, including the agencies and processes involved in the administration of criminal justice. It provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are also discussed.

CJA 323 ~ Contemporary Issues in Criminal Justice

This course is a survey of the criminal justice system, including the agencies and processes involved in the administration of criminal justice. It provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are also discussed.

CJA 324 ~ Contemporary Issues in Criminal Justice

This course is an introductory survey of the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 325 ~ Contemporary Issues in Criminal Justice

This course is an introductory survey of the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 330 ~ ................................................................. 3 credits
Criminology

Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 333 ~ ................................................................. 3 credits
Policing Theory and Practice

This course is designed to provide students the opportunity to learn about the practical aspects of policing in the United States. It offers the foundations of policing, from police roles to the issues that police officers are facing today.

CJA 334 ~ ................................................................. 3 credits
Research Methods in Criminal Justice

Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 340 ~ ................................................................. 3 credits
Criminal Law

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 343 ~ ................................................................. 3 credits
Criminal Law

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 344 ~ ................................................................. 3 credits
Cultural Diversity Issues in Criminal Justice

This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 350 ~ ................................................................. 3 credits
Criminal Procedure

This course explores basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 335 ~ ................................................................. 3 credits
Criminal Procedure

This course explores basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 354 ~ ................................................................. 3 credits
Criminal Law

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 360 ~ ................................................................. 3 credits
Interpersonal Communication

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 363 ~ ................................................................. 3 credits
Interpersonal Communications

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 364 ~ ................................................................. 3 credits
Criminal Procedure

This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 370 ~ ................................................................. 3 credits
Introduction to Policing

This course is designed to provide students the opportunity to gain a better understanding of policing in the United States. As an introductory course, it offers the foundations of policing, from police roles to the issues that police officers are facing today.

CJA 373 ~ ................................................................. 3 credits
Criminal Court Systems

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and non-professional courtroom participants,
and stages in the process are discussed.

CJA 374 ~ ................................................................. 3 credits

Juvenile Justice Systems and Processes

This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 380 ~ ................................................................. 3 credits

Criminal Court Systems

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 383 ~ ................................................................. 3 credits

Institutional and Community Corrections

This course is a survey of the punishment phase of the criminal justice system, including the history, evolution, and process of American corrections. It provides an overview of corrections, including the persons, agencies, and organizations that manage criminals. Jails and prisons are described, including portrayals of inmates and their characteristics, and administrative operations. Other issues examined include overcrowding, inmate rights, privatization, female prisoners, juveniles and the emergence of community corrections.

CJA 384 ~ ................................................................. 3 credits

Criminal Organizations

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

CJA 390 ~ ................................................................. 3 credits

Introduction to Corrections

This course is a survey of the punishment phase of the criminal justice system, including the history, evolution, and process of American corrections. It provides an overview of corrections, including the persons, agencies, and organizations that manage criminals. Jails and prisons are described, including portrayals of inmates and their characteristics, and administrative operations. Other issues examined include overcrowding, inmate rights, privatization, female prisoners, juveniles and the emergence of community corrections.

CJA 393 ~ ................................................................. 3 credits

Criminal Organizations

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

CJA 394 ~ ................................................................. 3 credits

Contemporary Issues and Futures in Criminal Justice

This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

CJA 400 ~ ................................................................. 3 credits

Juvenile Justice

This course is a general orientation to the field of juvenile delinquency, including causation and the development of delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 403 ~ ................................................................. 3 credits

Juvenile Justice Systems and Processes

This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 410 ~ ................................................................. 3 credits

Ethics in Criminal Justice

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, American Bar Association Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 413 ~ ................................................................. 3 credits

Ethics in Criminal Justice

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, American Bar Association Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 420 ~ ................................................................. 3 credits

Cultural Diversity in Criminal Justice

This course offers a comprehensive, critical and balanced examina-
tions of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 423 ~ ..................................................................................... 3 credits

Cultural Diversity in Criminal Justice

This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 430 ~ ..................................................................................... 3 credits

Research Methods in Criminal Justice

Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 433 ~ ..................................................................................... 3 credits

Organizational Behavior and Management

This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations—court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 440 ~ ..................................................................................... 3 credits

Organizational Behavior and Management

This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations—court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 443 ~ ..................................................................................... 3 credits

Criminal Justice Administration

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 450 ~ ..................................................................................... 3 credits

Criminal Justice Administration

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 453 ~ ..................................................................................... 3 credits

Criminal Justice Management Theory and Practice

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 454 ~ ..................................................................................... 3 credits

Criminal Justice Policy Analysis

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policy is included.

CJA 460 ~ ..................................................................................... 3 credits

Criminal Justice Policy Analysis

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

CJA 463 ~ ..................................................................................... 3 credits

Managing Criminal Justice Personnel

This course is a survey of important personnel issues inherent to
organizations and, especially, to criminal justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 473 ~ ................................................................. 3 credits
Managing Criminal Justice Personnel
This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 474 ~ ................................................................. 3 credits
Managing Criminal Justice Personnel
This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 480 ~ ................................................................. 3 credits
Futures of Criminal Justice
This course examines possible criminal justice futures and the broader topic of global justice. Students will research and discuss issues that police, corrections, and courts are likely to confront in the 21st century and beyond and will examine established predictive techniques in the field of futures research. Students will critically examine the varied criminal justice systems that exist in the global community. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.

CJA 483 ~ ................................................................. 3 credits
Futures of Criminal Justice
This course examines possible criminal justice futures and the broader topic of global justice. Students will research and discuss issues that police, corrections, and courts are likely to confront in the 21st century and beyond and will examine established predictive techniques in the field of futures research. Students will critically examine the varied criminal justice systems that exist in the global community. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.

CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone
This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students’ selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJA 490 ................................................................. 3 credits
Survey of Criminal Justice
This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 491 ~ ................................................................. 3 credits
Survey of Criminal Court Systems
This course is a survey to the historical aspects of the courts and various components of the legal system. It examines the different types of court at the state and federal levels, courtroom players, courtroom processes, and post conviction process of the court system. Additionally, it integrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 492 ~ ................................................................. 3 credits
Survey of Correctional Processes and Penal Systems
This course is a survey to the various components of the correctional system and the broader past to its multi-faceted present to its theorized future. This course provides students with an integrative pathway through the laws that govern the system, through the people that enforce the system, and through the courts that govern the system. It also provides an overview of the correctional systems and their impact and roles in American society. Other topics include crime causation, terrorism, and cyber crime related issues.

CJS 200 ~ ................................................................. 3 credits
Foundations of the Criminal Justice System
This course is an introduction to the foundational elements of the criminal justice system. Students examine this system from its influential past to its multi-faceted present to its theorized future. This course also surveys 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.

CJS 210 ~ ................................................................. 3 credits
Fundamentals of Policing
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 concepts of police departments. This course also examines 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.

CJS 220 ~ ................................................................. 3 credits
Introduction to Criminal Court System
This course is an introduction to the foundational 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.

CJS 230 ~ ................................................................. 3 credits
Introduction to Corrections - A World Apart
This course introduces students 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 con-
Introduction to Juvenile Justice

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 suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

CJS 240 ~ 3 credits

Communication Processes: You’re a Fine One to Talk

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 suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

CJS 240 ~ 3 credits

Introduction to Security

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.

CJS 250 ~ 3 credits

Information Products and Presentations

News is presented differently for print, web, and broadcast delivery. This course covers the practical functions of reporting, writing, editing, and designing for each of these domains. It examines conventions within the culture of journalism and critiques various media from the viewpoint of both the producer and the consumer. Students continue to investigate the effect of news on individuals and society, and to explore career opportunities. This course requires a microphone and speakers or headphones for recording and listening to digital audio files. Students download free Qualcomm Pure Voice® software for recording audio files.

CJS 260 ~ 3 credits

Communication Processes: You’re a Fine One to Talk

Successful business communication entails what is appropriate and effective for all parties involved so that each can benefit from the outcome. This course prepares students to optimize their relationships within situations of information exchange by analyzing different aspects of message delivery, accommodating cultural as well as situational contexts, and managing control and conflict. It addresses interpersonal communication, small groups, organizational cooperation, public speaking, and mass communication channels, with frequent self-assessment activities.

CJS 240 ~ 3 credits

Information Strategies: Putting 2 and 2 Together

This course addresses effective communication strategies via the gathering, analysis, evaluation, and synthesis that comprise information literacy as a standard of modern problem solving. Students 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. Furthermore, they perform these tasks with a regard for social responsibility and professional ethics.

CJC 250 ~ 3 credits

Information Sources: Where It’s At

Finding information can be a journalistic challenge, whether it’s an investigative project or a routine report. This course reviews the process of conducting investigative research: generating ideas for a research project; locating primary, secondary, and people sources; using research techniques and computer-assisted tools; managing and evaluating information; and applying writing techniques to report the results of an information search. Special emphasis is given to exploring the resources available for investigating a variety of governmental, social, health, business, and environmental issues.

CJC 260 ~ 3 credits

Communication Variety: The Spice of Life

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.

CJC 245 ~ 3 credits

IS Security Concepts

This course introduces general concepts of information systems security. Content includes governance; roles and responsibilities; policies and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CMGT 248 ~ 3 credits

Project Planning and Implementation

This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within a technical environment. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scope, estimating, scheduling, budgeting, tracking and controlling.

CMGT 410 ~ 3 credits

Project Planning Management

This course examines project planning management according to the best practices of professional standards. The eight components of a project management plan will be analyzed and synthesized according to the Project Management Body of Knowledge (PMBOK). Students will demonstrate the ability to integrate the knowledge accumulated throughout the course by composing a comprehensive project management plan. This plan will prepare the student to manage the execution and controlling process groups of a project.

CMGT 430 ~ 3 credits

Enterprise Security

This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of the enterprise.
CMGT 432 ~ Introduction to Cryptography

This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today’s information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.

CMGT 440 ~ Introduction to Information Systems Security

This course introduces security principles and issues that IT professionals must consider. The course surveys current and emerging security practices and processes as they relate to: information systems, systems development, operating systems and programming, database development and management, networking and telecommunications, and the Internet.

CMGT 442 ~ Information Systems Risk Management

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

CMGT 430 ~ Enterprise Security

This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.

CMGT 445 ~ Application Implementation

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COM 100 ~ Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

COM 130 ~ Business Research and Writing for the IT Professional

This course focuses on research and writing skills essential for success in information technology (IT) professions. IT research types and resources are covered, as well as how research is used in IT professions. Skills include producing Microsoft® Visio diagrams; using visual elements; writing instruction and process; and writing surveys, reports, and proposals. Students are introduced to technical writing, including but not limited to general document types, layout, strategies, and techniques.

COM 150 ~ Effective Essay Writing

This course focuses on research and writing skills essential for success in information technology (IT) professions. IT research types and resources are covered, as well as how research is used in IT professions. Skills include producing Microsoft® Visio diagrams; using visual elements; writing instruction and process; and writing surveys, reports, and proposals. Students are introduced to technical writing, including but not limited to general document types, layout, strategies, and techniques.
fused words, modifiers, parallel structure, and sentence variety.

COM 225 ~ .............................................................. 3 credits

**Foundations of Mass Communication**

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

COM 285 .......................................................... 3 credits

**Business Communications**

This course introduces students to the foundations of communications 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 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.

COM 302 ~ .......................................................... 3 credits

**Marketing Communications**

This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

COM 310 ~ .......................................................... 3 credits

**Communications: Theories and Practice**

This course explores the various theories of communication that create the foundation for study of communication in the bachelors degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.

COM 320 ~ .......................................................... 3 credits

**Interpersonal Communication**

This course presents the knowledge, skills and understanding necessary for people to communicate effectively in a variety of personal, social, and professional situations. The course approaches communication as a holistic, culture-laden experience that is non-verbal as well as verbal. Interpersonal communication is examined as a process that is inextricably involved with personal identity, human relationships, and power dynamics.

COM 330 ~ .......................................................... 3 credits

**Small Groups and Team Communication**

This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

COM 339 .......................................................... 3 credits

**Advertising and the Media**

This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 340 ~ .......................................................... 3 credits

**Mass Communication**

This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 350 ~ .......................................................... 3 credits

**Organizational Communication**

This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

COM 352 .......................................................... 3 credits

**Public Relations and Message Management**

This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 360 ~ .......................................................... 3 credits

**Intercultural Communication**

The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

COM 373 .......................................................... 3 credits

**Sales Communications**

This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 400 ~ .......................................................... 3 credits

**Media and Society**

The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 403 ~ .......................................................... 3 credits

**Contemporary Communication in a Diverse Society**

The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.
COM 410 ~ 3 credits  Management, Leadership, and Communication

This course focuses on the development of communication styles, strategies, and skills necessary to manage and lead in business and professional situations. Students will analyze communication needs and context, devise strategies, and execute them to develop communication styles appropriate for contemporary workforces. The principles and practices of this course apply to non-profit philanthropic and cultural organizations as well as the business sector.

COM 420 ~ 3 credits  Creativity and Communication

Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one’s creativity is one of the primary focuses of the course.

COM 430 ~ 3 credits  Public Relations and Public Affairs

Expanding upon the communication model of sender, channel, and receiver, this course explores the communication processes in the public arena, commercial, non-profit, and public interest-based. Professional and ethical foundations will be explored as well as the tools and techniques of these practical practices.

COM 440 ~ 3 credits  Communication Law

This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 ~ 3 credits  Ethics and Communication

While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 460 ~ 3 credits  Communication for Training and Development

Effective training is based on effective communication. Regardless of the content or skill being training, essential communication principles must be followed to ensure effective training takes place. This course focuses on those principles by examining their application in the process of designing and delivering training for adults. Training designed for business, civic, and philanthropic organizations will be considered.

COM 470 ~ 3 credits  Mediation and Conflict Resolution

Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 480 ~ 3 credits  Communication Capstone Course

This is the capstone course for students pursuing the bachelor’s of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COM 486 ~ 3 credits  Marketing and Sales Message Management

This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a “single voice” to customers across all selling touchpoints; and the ethical considerations associated with customer message management.

COM 102 ~ 3 credits  Communication Skills for Career Growth

This course covers the skills necessary for effective communication in the work environment and in modern society. The course provides an orientation to basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. Emphasis will be placed on applying these skills and theories to group processes and professional situations. (For Online and FlexNet students Only.) Communication Arts.

COM 105 ~ 3 credits  Introduction to Effective Written Communication

This course focuses on the core academic skills of writing effective university-level essays. Learning applications range from writing strategies to paragraph structure, sentence construction, and word choices. Emphasis will be placed on developing individual writing skills and applying strategies for collaborative writing in learning teams. Communication Arts

COM 110 ~ 3 credits  Introduction to Oral Communication

This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques. Communication Arts

COM 112 ~ 3 credits  Introduction to Research for College Writing

This course introduces students to the research process with emphasis on academic applicability. Students will gather and utilize primary and secondary data and information through the exploration of digital libraries, the Internet, and other sources of information. Students will analyze and evaluate sources in the course of preparing a research paper, with an additional focus on the responsible use of information and correct documentation.
COMM 200 ................................................................. 3 credits
Interpersonal Communication Skills
This course is designed to foster an understanding and appreciation of effective interpersonal skills. It addresses self-awareness, group process, self-disclosure, effective communication, conflict resolution, and team building.

COMM 208 ................................................................. 3 credits
Business Writing Essentials
This course covers business writing as part of the managerial communications process. Emphasis is placed on the importance of style and lucid writing in letters, memoranda, brief informal reports, resumes, cover letters and comprehensive business reports. Writing strategies for various message types are presented. The elements of successful writing in an electronic environment are also discussed along with the impact of technology on business communications. Communication Arts.

COMM P208 ................................................................. 3 credits
Business Writing Essentials (Spanish)
This course covers Spanish business writing as part of the managerial communications process. Emphasis is placed on the importance of lucid writing in letters, minutes, acts, memoranda, brief informal reports, and comprehensive business reports.

COMM 215 ................................................................. 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

COMM P215 ................................................................. 3 credits
Essentials of College Writing
This course covers the essential writing strategies and skills required for college-level coursework, and teaches students to distinguish between interpretive and analytical writing. Emphasis is placed on the development of research papers, position papers, and case study analyses, with the research process approached from both conceptual and applied perspectives. This course also provides for a review of Spanish grammar, and includes discussion on elements of mechanics, style, citation, and proper documentation. This is a Spanish course.

COMM 251 ................................................................. 3 credits
Rhetoric and Critical Thinking
This course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of communication.

COMM 299 ................................................................. 3 credits
Written Communication for AACR
This course assists students in analyzing their experiences and communicating the experiences effectively. Further, the course focuses on core academic skills necessary for writing effective college-level essays and covers writing strategies, paragraph use and structure, and sentence construction. This course also covers the application of peer-review, collaborative, and error analysis strategies for developing more effective communication. Communication Arts.

COMM 301 ................................................................. 1 credit
Proposal Writing
This one-credit course is a comprehensive guide that includes step-by-step approaches to devising a strategy that will lead to the development of a winning proposal. The course focuses on the process of proposal “development” rather than proposal “writing.” The format and content of the course are both technical and conceptual in nature.

COMM 310 ................................................................. 3 credits
Public Speaking
This course addresses how an effective oral presentation is developed and delivered. Students will acquire strategies for overcoming speaker’s anxiety and gaining confidence. The role of language, ethics and critical thinking in oral presentation are examined. Techniques for audience targeting, as well as the differences between group and individual presentations are also addressed. A primary focus will be on learning to speak extemporaneously or conversationally for maximum impact. Extensive opportunities for practicing and critiquing oral presentations will be provided. Communication Arts.

COMM 315 ................................................................. 3 credits
Diversity Issues in Communication
This course identifies barriers to effective communication associated with race, gender, culture and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity issues influence effective communication. The course will introduce techniques for improving written, oral, and interpersonal communication skills in response to diversity concerns. Communication Arts.

COMM 336 ................................................................. 3 credits
Intercultural Communication with Mexico
Through formal study and on-site experiences, the student will gain an understanding of the dynamic of cross-cultural communication with Mexico. One area of focus will be the individual student’s profession as it is in Mexico, comparing and contrasting duties, procedures, qualifications, and credentials. (Summer Travel Program only)

COMM 400 ................................................................. 3 credits
Management Communication Skills
This course focuses on identifying and developing the communication skills necessary to successfully manage individuals and groups within business and work organizations. Students will identify their management communication styles and assess and improve their effectiveness in the areas of interpersonal communications, group dynamics, diversity, motivation, team building, and conflict resolution. Communication Arts.

COMM 470 ................................................................. 3 credits
Communication in the Virtual Workplace
This course offers guidance and examples on how to communicate effectively in a workplace that is increasingly dependent upon technology as a means to communicate globally. The course provides students with an understanding of technology-mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, Internet, e-commerce, and the
A-22

Managing the Database Environment

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.

DBM 380 ................................................................. 3 credits

Desktop Databases Development

This course will cover the use desktop 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.

DBM 265 ................................................................. 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print-to-determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

CSS 422 ................................................................. 3 credits

Software Architecture

This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

DBM 261 ................................................................. 3 credits

Advanced Desktop Databases

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.

DBM 263 ................................................................. 3 credits

Managing the Database Environment

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.

DBM 380 ................................................................. 3 credits

Database Concepts

This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, logical design, data administration and normalization. The course uses Microsoft Visio.

DBM 381 ................................................................. 3 credits

Special Purpose Databases

This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.

DBM 460 ................................................................. 3 credits

Enterprise Database Management Systems

This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

EBUS 400 ................................................................. 3 credits

e-Business

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management, how to leverage technology to enhance business processes, the unique characteristics of e-marketing, and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

EBUS 405 ................................................................. 3 credits

e-Business Technologies

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

EBUS 410 ................................................................. 3 credits

e-Business Management I

In today’s global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem solving. This course is the first of a two-part sequence that addresses the critical e-business considerations and emerging trends that general managers face in today’s e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

EBUS 420 ................................................................. 3 credits

e-Business Management II

In today’s global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem solving. This course is the second of a two-part sequence that addresses the critical e-business considerations and emerging trends that general managers face in today’s e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

EBUS 430 ................................................................. 3 credits

e-Business Cases

This course analyzes examples of both e-business successes and failures in order to identify critical success and failure factors. The course uses material presented in other courses in the program and in the analyses.

ECO 205 ................................................................. 3 credits

Economic Theory

This course will introduce the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course will be applied 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, learners will research an industry affected by the economy and will perform an economic analysis of this chosen industry.

ECO 212 ................................................................. 3 credits

Principles of Economics

This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course are applied 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.

ECO 361 ................................................................. 3 credits

Economics for Business II

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events. *Spreadsheet proficiency recommended.*

ECO 365 ................................................................. 3 credits

Principles of Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 370 ................................................................. 3 credits

Environmental Economics

This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

ECO 372 ................................................................. 3 credits

Principles of Macroeconomics

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 415 ................................................................. 3 credits

Applied Economics in Business

This course applies economic concepts for decision-making in business. This includes the practical application of microeconomic and macroeconomic theories in business. Actual economic events will be examined.

EDU 300 ................................................................. 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

EDU 301 ................................................................. 3 credits

Foundations of Education

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 301CA ............................................................. 3 credits

Child Development

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.

EDU 310 ................................................................. 3 credits

Models and Theories of Instruction

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 310CA ............................................................. 3 credits

Child Development

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.

EDU 310 ................................................................. 3 credits

Models and Theories of Instruction

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 310E ................................................................. 0 credits

E-Portfolio Evaluation for EDU 310

This course is designed to monitor the evaluation of the required e-portfolio assignment for EDU 310. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.
Legal and Ethical Issues in Education

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.

EDU 320 ~ .............................................................. 3 credits

Classroom Management

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.

EDU 320CA ~ .......................................................... 3 credits

E-portfolio Evaluation for EDU 320

This course is designed to monitor the evaluation of the required e-portfolio assignment for EDU 320. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EDU 390 ~ .............................................................. 3 credits

Elementary Education Seminar

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.

EDU 390E.................................................................. 0 credits

E-portfolio Evaluation for EDU 390

This course is designed to monitor the evaluation of the required e-portfolio assignment for EDU 390. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 415 ~ ............................................................... 3 credits

Elementary Methods Mathematics

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 415E ~ .............................................................. 0 credits

E-portfolio Evaluation for EED 415

This course is designed to monitor the evaluation of the required e-portfolio assignment for EED 415. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 420 ~ ............................................................... 3 credits

Elementary Methods Science

This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425 ~ ............................................................... 3 credits

Elementary Methods - Health/PE

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 ~ ............................................................... 3 credits

Elementary Methods - Social Studies

This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 ~ ............................................................... 3 credits

Elementary Methods - Fine Arts

This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
Elementary Student Teaching, Seminar II

EED 495 ~ .................................................................................... 3 credits

E-portfolio Evaluation for EED 490

EED 490E ~ ............................................................................... 0 credits

Elementary Methods: Mathematics and Science

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.

EED 438CA ~ .............................................................................. 3 credits

Elementary Methods: Social Science and Fine Arts

This course focuses on methodological 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.

EED 490 ~ .............................................................................. 3 credits

Elementary Student Teaching, Seminar I

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching classroom experience, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 490CA ~ .............................................................................. 4 credits

Elementary Student Teaching, Seminar I

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the 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.

EED 490E ~ ............................................................................... 0 credits

E-portfolio Evaluation for EED 490

This course is designed to monitor the evaluation of the required e-portfolio assignment for EED 490. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 495 ~ .............................................................................. 3 credits

Elementary Student Teaching, Seminar II

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Principles of Emergency Management

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.

EMC 310 ~ .............................................................................. 3 credits

Emergency Preparedness and Planning

This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

EMC 320 ~ .............................................................................. 3 credits

Political and Policy issues for Emergency Management

This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 101 .......................................................... 3 credits
Effective Essay Writing
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.
ENG 102 .......................................................... 3 credits
Research Writing
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.
ENG 106 .......................................................... 3 credits
Survey of Literary Masterpieces
This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.
ENG 120 .......................................................... 3 credits
Business Literature
This course explores business and the workplace through imaginative literature and essays. Students will study poems, plays, short stories, and essays with themes or story lines that emanate from the workplace. Students will read, interpret, and analyze the literature while responding to the connections between occupation and personal identity and the connections between social and personal significance. Students will note and discuss trends in society that are illustrated by business and workplace attitudes and portrayed in literature. Humanities
ENG 125 .......................................................... 3 credits
Literature in Society
This course introduces themes in literature and provides guided study and practice in reflecting on themes, which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures. Humanities
ENG 130 .......................................................... 3 credits
Introduction to Academic Writing
This course develops the essential skills used in writing effective university-level essays. Students study the composition process and practice the skills used at each of its stages. Emphasis is placed on essay organization. Individual topics studied range from rhetorical strategies such as narrative, cause and effect, and comparison, to specific techniques such as writing good thesis statements and organizing paragraphs. This course addresses the mechanics of writing, introduces APA format, and reviews fundamental grammar rules.
ENG 155 .......................................................... 3 credits
Essentials of Contemporary Communication
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.
ENG 157 .......................................................... 3 credits
Multicultural Literature
This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students’ awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 215 .......................................................... 3 credits
Effective Academic Writing
This course develops the skills used in writing applied research papers for a university-level audience. Students will write position papers, persuasive essays, and case study analyses. Students will study classical rhetorical concepts of authority and the Toulmin method of argument analysis, and will evaluate outside sources for objectivity and utility in constructing persuasive arguments. Students practice giving peer feedback, revising essays in response to feedback, and writing collaboratively as learning teams. The course reviews the elements of grammar, mechanics, style, and proper documentation of outside sources.
ENG 221 .......................................................... 3 credits
Technical Writing Fundamentals
This course covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.
ENG 290 — ................................................................. 3 credits
Children’s Literature in a Pluralistic Society
This course examines the social function of children’s literature from oral origins to modern anthologies, exploring messages in nursery rhymes, fairy tales, and early childhood fiction. Students will apply major schools of literary criticism and relate children’s literature to theoretical models of childhood. The course surveys readings across cultures (European/ American, Native American, African American, Asian, and Hispanic/ Latino), genres (nursery rhymes, fairy tales, picture books, early childhood fiction), and time periods. It addresses portrayals of ethnicity, race, class, and gender in children’s literature, and considers the implications of film adaptations of select children’s stories in a pluralistic society.
ENG 301 — ................................................................. 3 credits
American Ethnic Literature
This course will survey the literature of the major ethnic groups in the United States (Hispanics/Latinos, Native Americans, African-Americans, and Asian-Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques. Humanities
ENG 302 — ................................................................. 3 credits
20th Century American Literature
This course will survey major authors, ideologies, and historical contexts of American literature from the 20th century. A diverse range of works, genres, movements, and cultural narratives will be used to explore how cultural pluralism helped shape and reflect the evolution of American thought. Humanities
ENG 304 — ................................................................. 3 credits
Shakespeare
This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
ENG 306 — ................................................................. 3 credits
Poetry and Society
This course surveys English language poetry from medieval times through the present. Students analyze and interpret poetry, paying particular attention to the role of the poet and poetry in society. Poems are addressed in historical context, by theme, and for their relevance to contemporary culture.
ENG 308 — ................................................................. 3 credits
American Autobiography
Through the use of memoirs, autobiographies, journals, or diaries, students in this course will be introduced to individuals who impacted the social, political, and cultural environments of America.
ENG 340 — ................................................................. 3 credits
Creative Writing
This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students’ imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings. Communication Arts.
ENG 380 — ................................................................. 3 credits
Applied Linguistics
This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENG 491 — ................................................................. 3 credits
American Literature to 1860
This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political, and social writings, and poetry will be read and discussed. Humanities
ENG 492 — ................................................................. 3 credits
American Literature since 1860
This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.
ENG 493 — ................................................................. 3 credits
English Literature to 1800
This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored. Humanities
ENG 494 — ................................................................. 3 credits
English Literature since 1800
This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored. Humanities
ENG 495 — ................................................................. 3 credits
Advanced Creative Writing
This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers’ workshop will be an integral component of this course. Communication Arts
ENG 496 — ................................................................. 3 credits
African American Literature
This course will provide students with an in-depth analysis of African American Literature. Topics include the underlying historical experiences and cultural values of African Americans and how these experiences and values were expressed through various types of literature. Throughout the course, students will be encouraged to examine African American Literature in a socio-historical context.
Global Change

This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

ENV 310 ~ ................................................................. 3 credits
Principles of Environmental Science

This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

ENV 310 ~ ................................................................. 3 credits
Environmental Management

This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.

ENV 315 ~ ................................................................. 3 credits
Global Change

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.

ENV 320 ~ ................................................................. 3 credits
Environmental Law

This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.

ENV 330~ ................................................................. 3 credits
Environmental Toxicology

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 ~ ................................................................. 3 credits
Environmental Risk Assessment

This course provides an overview of the basic concepts of human and ecological risk assessment. Significant case studies will be used to illustrate the assessment process.

ENV 430 ~ ................................................................. 3 credits
Environmental Technology

This course presents students with the current and emerging technologies that are available for the management of the environment. Environmental factors will be examined for the proper selection and application of these technologies.

ENV 431 ~ ................................................................. 3 credits
Public Policy Analysis

This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

ESL 300 ~ ................................................................. 3 credits
Teaching English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ETH 125 ................................................................. 3 credits
Cultural Diversity

This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

ETH 316 ................................................................. 3 credits
Ethics and Social Responsibility

This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

ETH 376 ................................................................. 3 credits
Accounting Ethics and Professional Relations

This course provides a foundation in the nature of ethics, moral, legal, and social issues in the accounting and business environments. Students learn topics including ethical reasoning, dealing with controversial issues, and the roles and responsibilities of accounting and auditing professionals. Other topics include a discussion of the AICPA Code of Professional Conduct and the Sarbanes-Oxley Act.

FIN 200~ ................................................................. 3 credits
Introduction to Finance: Harvesting the Money Tree

This course gives students an overview of finance concepts, terminology, and principles. It is an introduction to the role of finance in the business world. Topics covered include the relationship between finance and accounting, careers in finance, basic financial analysis and planning techniques, financial ratios, profit, cash flow, and sources of business financing.

FIN 215 ................................................................. 3 credits
Financial Management

This course provides an introduction to financial management and covers various fundamental concepts relating to the financial environment. Topics include: the federal income tax structure, financial statements, risk and return of investments, time value analysis, stocks and bonds, capital budgeting, and alternative asset financing.

FIN 320 ~ ................................................................. 3 credits
Corporate Finance

This course introduces students to the principles and practices of finance applied in the business environment. The course provides a survey of the important aspects of financial management, practice, and policy faced by industry executives and practitioners providing consultative services. Provision of financial services is a common
adjunct to public accounting practices, accounting executives, and accountants.
FIN 324 ~ ................................................................. 3 credits
**Financial Analysis For Managers I**
This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: the accounting environment, financial statements, financial markets, working capital management and financial planning, and Internal Controls.
FIN 325 ~ ................................................................. 3 credits
**Financial Analysis For Managers II**
This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: cost management systems, time value of money, capital budgeting, capital structure, and international finance.
FIN 366................................................................. 3 credits
**Financial Institutions**
This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.
FIN 370 ~ ................................................................. 3 credits
**Finance for Business**
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375 ~ ................................................................. 3 credits
**Financial Management in the Small Business**
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.
FIN 390................................................................. 3 credits
**Public Finance: Sources, Management, and Reports**
This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and used, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. Different approaches to public finance by federal, state, and local agencies are covered.
FIN 402 ~ ................................................................. 3 credits
**Investment Fundamentals and Portfolio Management**
This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 403 ~ ................................................................. 3 credits
**Global Finance**
This course examines financial issues in the global environment from the perspective of both domestic and multinational organizations. Students will analyze the international business environment and will apply financial concepts and practices to a global market to maximize value. They will use financial concepts to make informed international investment and financing decisions, including those involving e-business and technology. Areas of emphasis include: the environment of global finance, foreign exchange and derivatives markets, global risk management, financing foreign operations, and foreign investments.
FIN 404 ~ ................................................................. 3 credits
**Advanced Topics in Financial Management**
This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 419 ~ ................................................................. 3 credits
**Corporate Risk Management**
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 420................................................................. 3 credits
**Finance for Decision Making**
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 444 ~ ................................................................. 3 credits
**Personal Finance**
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations. Business Elective
FIN 444 ~ ................................................................. 3 credits
**Mergers, Acquisitions, and Corporate Restructuring**
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467 ~ ................................................................. 3 credits
**Real Estate Investment**
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today’s real estate investment environment. Business Elective
Managerial Finance I

This course is an overview of the fundamentals of financial administration. Emphasis is placed on techniques used in the development of financial thought and decision-making, and risk-return relationships. The legal forms of organizations, tax implications, tools of financial analysis, financial structure of firms, leverage, and internal financing mechanisms are also discussed. Spreadsheet proficiency recommended.

Managerial Finance II

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.

History of Money: Matter, Medium, and Measure

This course investigates the nature and uses of money, from ancient times to the present, as well as considering its future utility and relevance. It covers the role of money in economic, social, and political contexts, covering views from personal to global perspectives.

Personal Finance: What Does Opportunity Cost?

This course examines and applies financial decision-making techniques to everyday life. It covers the processes of how to make major personal financial decisions of a personal financial nature, such as preparing budgets, creating saving plans, using credit, buying insurance, paying taxes, and making investments. This course also provides the student opportunities to examine careers within the financial services industry.

Investment Management: Greater Returns Mean Greater ...??

This course deals with the nature of financial investments from the viewpoint of the individual investor. It covers cash-flow management, retirement planning, estate planning, insurance issues, and investment opportunities. Career avenues in the financial investment arena are also examined in this course.

Risk Management: Insuring Uncertainty

This course explores the nature of risk, techniques used to mitigate loss, and the value of insurance in financial planning at personal and organizational levels. It covers insurance principles and products such as health, life, property, liability, and casualty. Within this course, students will also have the occasion to examine career opportunities in the insurance industry.

Financial Markets and Institutions: You Can Bank On It

This course examines the operations of financial institutions in the process of financial intermediation. It covers the roles, responsibilities, and regulatory requirements of various types of financial institutions as they connect individuals and organizations to capital markets.

 Essentials of Personal Finance

This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

Global Business

This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

International Trade

This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

Global Business Environment and Strategy

In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.

International Trade and Investment

In this course, students will examine international trade and investment. Upon completion of this course, students should be able to apply current theories, concepts, and practices in conducting global business transactions.

Global Human Resource Management

In this course, students will examine human capital in a global business environment. Upon completion of this course, students should be able to identify, design, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

Global Value Chain Management

This course describes value chain activities between buyers and sellers in international business, with particular emphasis on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries. Upon completion of this course, students will be able to manage their company's value chain internationally through purchasing agreements and partnerships with foreign suppliers, company-owned foreign operations,
and outsourced activities. They will also understand how goods are transported between countries using various transportation modes, the choices between available international financial transactions, the major issues raised by the international localization of operations, and legal and regulatory issues such as, customs and duties regulations that facilitate global commerce.

GBM 484 ~ ................................................................................... 3 credits
Advanced Topics in Global Business Management
In this course, students will examine the process and critical components of developing global marketing strategies. Upon completion of this course, students should be prepared to develop and implement global marketing plans and audits. Emphasis is placed on contemporary strategies in areas such as e-business and market research.

GBM 489 ................................................................................... 3 credits
Strategic Topics in Global Business Management
This course applies the principles of international trade, global monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

GEN 101 ................................................................................... 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 105 ................................................................................... 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

GEN 195 ................................................................................... 3 credits
Foundations of University Studies
The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

GEN 200 ................................................................................... 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 300 ................................................................................... 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

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

GEO 150 ................................................................................... 3 credits
Geography of World Commerce
This course provides a geographic perspective on the existing and emerging commercial relationships between the United States and the rest of the world. The course includes an overview of the location and uses of the earth’s principal resources. Emphasis is placed on the manner in which the earth’s physical characteristics affect political, social, cultural, and economic dynamics throughout the world.

GEO 215 ................................................................................... 3 credits
Introduction to Geology + Lab
This course gives an overview of physical geology by introducing concepts such as plate tectonics and geologic time. Students gain familiarity with the processes that shape the earth’s surface and recognize the relevance of studying geology. Topics include the rock cycle, weathering, formation of geological features, and preservation of geological resources. This course includes a lab.

HCA 210 ................................................................................... 3 credits
Introduction to Health Care: Riding the Fourth Wave
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.
HCA 220 ~ ................................................................. 3 credits  
**The Language of Health Care**  
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.

HCA 230 ~ ................................................................. 3 credits  
**Communication Skills for Health Care Professionals**  
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.

HCA 240 ~ ................................................................. 3 credits  
**Health & Diseases: Understanding Pathos of Pathology**  
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.

HCA 250 ~ ................................................................. 3 credits  
**The Psychology of Health**  
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.

HCA 260................................................................. 3 credits  
**Health Care’s Law and Ethics Environment**  
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.

HCA 270 ~ ................................................................. 3 credits  
**Financial Matters for Health Care Professionals**  
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.

HCA 280................................................................. 3 credits  
**Technology Information for Health Care Administrators**  
This course surveys the use of technology in health care and its delivery. It not only covers hardware, software, and telecommunications in health care, but topics such as security, medical informatics, computerized medical devices, and assistive technology. The course introduces students to information technology in various health care fields including radiology, dentistry, surgery, and pharmacy.

HCIS 410................................................................. 3 credits  
**Project Planning and Implementation in Health Care**  
This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student’s skills in project management. Topics covered include project scopeing, estimating, budgeting, scheduling, tracking and controlling.

HCIS 420................................................................. 3 credits  
**Information Systems Risk Management in Health Care**  
This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

HCP 210 ~ ................................................................. 3 credits  
**Intro to Pharmacy Practice: The Alchemy of Health Care**  
This course provides students the opportunity to explore fundamental career skills and knowledge associated with pharmacy procedures. Courses include pharmacy ethics, terminology, route and dosage formulations, and operations in community and institutional settings. A review of the 200 most commonly distributed medications includes origins, therapeutic usage, generic names, and naming systems. Students examine basic procedures and equipment requirements for compounding and sterile preparation.

HCP 220 ~ ................................................................. 3 credits  
**Pharmacy Calculations: Just For Good Measure**  
Fundamental math skills required in pharmaceutical calculations are covered in this course. Topics review basic math skills—number systems, fractions, decimals, ratios, proportion, and percents—and conversion of measurement systems—metric, apothecary, avoirdupois and household. Students interpret prescriptions, analyze drug labeling, calculate drug dosages, and distinguish procedures and equipment for oral, injectable, and intravenous medications.

HCR 210 ~ ................................................................. 3 credits  
**Patient Records: Keeping it Real**  
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.

HCR 220 ~ ................................................................. 3 credits  
**Claims Preparation I: Clean Bills of Health**  
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.

HCR 230 ~ ................................................................. 3 credits  
**Claims Preparation II: Footing the Bills**  
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.

HCR 240 ~ ................................................................. 3 credits

Computerizing Medical Data: The Paper Chase Goes Techno

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.

HCS 212 ~ ................................................................. 3 credits

Health Care Vocabulary

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

HCS 230 ................................................................. 3 credits

Essentials of Anatomy and Physiology

This course introduces the foundations of basic anatomy and physiology to the student. Terminology, structure, and function of body systems are stressed. This course covers the major systems of the body, including the cardiovascular, respiratory, digestive, endocrine, nervous, muscular and skeletal systems. Students begin to develop critical thinking skills by understanding the interdependence of the body systems and functions.

HCS 235 ~ ................................................................. 3 credits

Health Care Delivery in the United States

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245 ~ ................................................................. 3 credits

Introduction to Health and Disease

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 250 ~ ................................................................. 3 credits

Human Anatomy and Physiology

This course builds on the student’s previous foundation of basic anatomy and physiology. Terminology, structure, function, and integration of body systems are stressed. Students begin to develop critical thinking skills, so that signs, symptoms of disease, and health care interventions can be traced to their root cause.

HCS 255 ~ ................................................................. 3 credits

Environmental Microbiology

This course explores the basic principles of microbiology. Case scenarios and classroom discussions will allow the student to apply the framework and concepts of microbiology within the work place.

HCS 260 ................................................................. 3 credits

Pharmacology

This course examines the pharmacodynamics of major drug classes and methods of calculating dosages. A review of safe administration of medication is provided. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacotherapeutic interventions.

HCS 301 ................................................................. 2 credits

Undergraduate Nursing Studies

The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.

HCS 310 ................................................................. 3 credits

Health Care Delivery in the US

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 320 ................................................................. 3 credits

Health Care Communication Strategies

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

HCS 325 ................................................................. 3 credits

Health Care Management

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 330 ................................................................. 3 credits

Introduction to Health and Disease Trends

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 335 ................................................................. 3 credits

Health Care Ethics and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to
health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 341 ~ .................................................................................... 3 credits

Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 350 ~ .................................................................................... 3 credits

Health Care Communications

This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

HCS 405 ~ .................................................................................... 3 credits

Health Care Financial Accounting

This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 413 ~ .................................................................................... 3 credits

Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 427 ~ .................................................................................... 3 credits

Human Resource: Principles and Practice in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 429CA .................................................................................. 3 credits

Pathophysiology

This course presents an introduction to human pathophysiology. Emphasis will be placed on the explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.

HCS 430 ~ .................................................................................... 3 credits

Legal Issues in Health Care: Regulation and Compliance

This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433 ~ .................................................................................... 3 credits

Dimensions of Health and the Older Adult

Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

HCS 435 ~ .................................................................................... 3 credits

Ethics: Health Care and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage the student to clarify their personal ethics in regards to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 436 ...................................................................................... 3 credits

Pathophysiology

This course presents an introduction to human pathophysiology. Emphasis will be placed on the explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.

HCS 437 ~ .................................................................................... 3 credits

Long-term Care Administration

This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long term care.

HCS 438 .................................................................................... 3 credits

Statistical Applications

The emphasis in this statistical application’s course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

HCS 438PN .................................................................................. 3 credits

Statistical Applications

The emphasis in this statistical application’s course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

HCS 440 .................................................................................... 3 credits

Economics: The Financing of Health Care

This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the
management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system’s use of grant funding and research dollars is described.

HCS 446 ~ .................................................................................... 3 credits

Facility Planning

This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.

HCS 449 ~ .................................................................................... 3 credits

Health Administration Capstone

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

HCS 451 ~ .................................................................................... 3 credits

Health Care Quality Management and Outcomes Analysis

This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

HCS 455 ~ .................................................................................... 3 credits

Health Care Policy: The Past and the Future

This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historical review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 457 ~ .................................................................................... 3 credits

Public and Community Health

This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 465 ~ .................................................................................... 3 credits

Health Care Research Utilization

This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 475 ~ .................................................................................... 3 credits

Leadership and Performance Development

This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader’s role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 478 ~ .................................................................................... 3 credits

Health Law and Ethics

The legal and ethical aspects of the nurse’s role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482 ~ .................................................................................... 3 credits

Health Care Informatics

This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

HCS 483 ~ .................................................................................... 3 credits

Health Care Information Systems

The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 ~ .................................................................................... 3 credits

Health Care Consumer - Trends and Marketing

In this course students will have the opportunity to examine the 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.

HIS 10 ....................................................................................... 3 credits

U.S. History to 1865

This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HIS 112 ....................................................................................... 3 credits

History of Western Civilization from Prehistory to the Middle Ages

This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from prehistory to the Middle Ages. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

Social Science

HIS 113 ....................................................................................... 3 credits

History of Western Civilization from the Middle Ages to the
French Revolution
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from the Middle Ages to the French Revolution. It also presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

Social Science
HIS 114 ................................................................. 3 credits
History of Western Civilization from the French Revolution to the Present
This course provides an overview of the principle social, cultural, political, economic, and global developments that shaped Western civilization from the French Revolution to the present. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

Social Science
HIS 115 ................................................................. 3 credits
Social Science
HIS 114 ................................................................. 3 credits
The Present
History of Western Civilization from the French Revolution to the present. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 120 ................................................................. 3 credits

U.S. History 1865 to 1945
This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history. Social Science.

HIS 125 ................................................................. 3 credits

The American Experience Since 1945
This course is a study of the history and development of the United States since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

HIS 145 ................................................................. 3 credits

World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues. Social Science.

HIS 275 ................................................................. 3 credits

Global Civilizations to 1400
This course provides an overview of the establishment of civilizations throughout the world to the 1400s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations will be explored. The framework of the course will provide a societal understanding by applying historical perspectives to contemporary issues.

HIS 276 ................................................................. 3 credits

Global Civilizations 1400-1700
This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of the course will provide a societal understanding by applying historical perspectives to contemporary issues.

HIS 301 ................................................................. 3 credits

United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those who supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, as well as later amendments, and the issues of slavery and civil rights as seen through major court decisions. Social Science

HIS 341 ................................................................. 3 credits

Nevada and U.S. Constitution
This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th Century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents to its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed. (Nevada students only.) Social Science

HM 301 ................................................................. 3 credits

Ancient Worlds
This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.

HIS 458 ................................................................. 3 credits

History of Human Discovery
This course seeks to provide an interdisciplinary approach to human discovery by investigating the minds, hearts, and actions of some of the significant people and events in the history of human development. Social Science

HM 301 ................................................................. 3 credits

Ethics and Professional Responsibility in Hospitality
Management
This course provides an overview of the ethical framework and the application of ethical practices and professional responsibility in the hospitality sector. This includes ethical considerations in personnel management, operations, and training as well as regulatory requirements, dealing with the public, and customer service considerations.
HM 322 ................................................................. 3 credits

Gaming Management
This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.
HM 470 ................................................................. 3 credits

Introduction to Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.
HM 471 ................................................................. 3 credits

Lodging Management
This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.
HM 472 ................................................................. 3 credits

Food and Beverage Management
This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.
HM 473 ................................................................. 3 credits

Events and Recreation Management
This course explores the dynamic field of convention management and recreation businesses. Convention related topics include meeting planning, exhibit management, and event management. Recreation and leisure topics include sporting events and activities, resort offerings, and entertainment. Upon completion of this course students will be able to plan recreational programs and events.
HM 474 ................................................................. 3 credits

Facilities Management
This course introduces students to the complex field of facilities management. Special emphasis is placed on facility maintenance, risk management, insurance, and liability issues relating to guests and employees. Other issues covered include compliance, security, and cost control. Upon completion of this course students will be able to identify potential liabilities and risks associated with the hospitality industry.
HM 475 ................................................................. 3 credits

Hospitality Decision Analysis
This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.
HM 486 ................................................................. 3 credits

Trends and Emerging Issues in Hospitality
This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.
HPE 170 ................................................................. 3 credits

Health and Physical Education
This course will help students understand the importance of a healthy lifestyle with the knowledge of human movement, motor skills, and learning. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. It will also help students achieve goals of lifelong health; understand growth and development; and utilize health-related information, products, and services.
HRM 240 ................................................................. 3 credits

Human Resources Management
This course provides an overview of key employment practices necessary to effectively manage human resources within an organization. The major human resource functions of planning, recruiting, selecting, training, and appraising will be emphasized. Other topics will include company policies and procedures, federal and state regulations, compliance, rights and responsibilities of employers and employees, and future trends.
HRM 300 ................................................................. 3 credits

Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310 ................................................................. 3 credits

Change Management
This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.
HRM 319 ................................................................. 3 credits

Human Resource Information Systems
This course focuses on the interface of the Human Resource Management functions of an organization with computer technology. It identifies issues involved in creating, implementing, and maintaining human resources systems and the benefits of human resources systems. The course explores key topics in depth using computer analysis models to aid in managerial decision areas such as staffing, employee development, position management, total compensation, outsourcing options, and professional development.
HRM 322 .................................................................................. 3 credits
**Workforce Planning and Employment**

This course addresses the complex roles and practices of human resource professionals as strategic partners in realizing the organization’s objectives for market performance and productivity. The course provides a foundation in important techniques and practices that are critical for effective human resource initiatives and performance of the firm. Topics include: employee recruitment, interviewing, orientation, human resource planning, testing, staffing, and managing separations.

HRM 323 .................................................................................. 3 credits
**Employee Relations**

This course focuses on the broad topic of employee relations, the relationship between management and employees in an organization. The student will develop a better understanding of the HR role and of the day-to-day skills and practices used to manage the relationship. Topics include: conflict resolution, unions, labor relations, and performance management.

HRM 324 .................................................................................. 3 credits
**Total Compensation**

This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 330 .................................................................................. 3 credits
**Human Resources and Labor Relations in Public Service**

This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

HRM 350 .................................................................................. 3 credits
**International Human Resource Management**

This course is an overview of international human resource 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.

HRM 360 .................................................................................. 3 credits
**Sustainable Human Resource Practices**

This course applies the sustainable business principles to human resource management. This includes special emphasis on corporate citizenship, developing an ethical framework for the business, managing across distance, and applying human resources practices that are sustainable for the future of the business.

HRM 420 .................................................................................. 3 credits
**Human Resource Risk Management**

This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 445 .................................................................................. 3 credits
**Legal Environment of Human Resource Management**

This course builds upon the main employment laws that affect employment practices and human resource management. The course will focus on how employment law impacts the specific functions of human resource management. Students will examine the critical statutes that have had the greatest effect on the workplace and explore the regulations and court decisions that have resulted from these statutes. Students will explore the complex and ever-changing regulatory human resource environment.

HRM 457 .................................................................................. 3 credits
**Advanced Topics in Human Resource Management for Hospitality**

This course provides an integrative discussion of advanced topics in human resource management in the hospitality industry. Special emphasis is placed on the legal issues in compensation and benefits; independent contractors versus employees; strategies for managing employee diversity; and performance management.

HRM 498 .................................................................................. 3 credits
**Strategic Human Resource Management and Emerging Issues**

This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

HSM 210 .................................................................................. 3 credits
**Human Services in the United States**

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.

HSM 220 .................................................................................. 3 credits
**Human Services Administration: So You Want to Help People**

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts 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.

HSM 230 .................................................................................. 3 credits
**Ethical Issues in Human Services Organizations**

HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decisionmaking, 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.

HSM 240 ................................................................. 3 credits
Public Policy Development in Human Services
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.

HSM 260 ................................................................. 3 credits
Financial Management for Human Service Managers
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, and 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.

HSM 270 ................................................................. 3 credits
Program Planning and Grant Proposal Writing in Human Services
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.

HSM 280 ................................................................. 3 credits
Technologies in Human Service Organizations
This course surveys the use of technology in human services. It covers how technology is affecting the delivery of human services and the use of technology in service delivery. Students will examine the ways in which information systems affect agency and administrative systems.

HSN 300 ................................................................. 4 credits
Pharmacology I
This course examines the registered nurse’s role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.

HSN 310 ................................................................. 4 credits
Pharmacology II
This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and 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.

HSN 470 ................................................................. 3 credits
Health Policy, Law, and Ethics
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.

HTT 200 ................................................................. 3 credits
Hospitality: Food, Shelter, and Fun Away From Home
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.

HTT 210 ................................................................. 3 credits
Travel & Tourism: For Work, For Pleasure, Forever Enriching
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.

HTT 220 ................................................................. 3 credits
Information Technology in Hospitality, Travel and Tourism: When Distribution Joins Automation
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.

HTT 230 ................................................................. 3 credits
Finance for Hospitality Professionals: Bed & Balance Sheets
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.

HTT 240 ................................................................. 3 credits
Food & Beverage Management: Eat, Drink, & Be Healthy
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.

HTT 250 ................................................................. 3 credits
Lodging and Resort Operations: There’s Room In the Inn
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.

HUM 100 ................................................................. 3 credits
Introduction to the Humanities—The Ancient World to Medieval Times
This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the ancient world to medieval times. The course provides a framework for understanding and evaluating contemporary artistic endeavors.
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<td>HUM 102</td>
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<td>HUM 103</td>
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<td>HUM 105</td>
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<td>HUM 114</td>
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<td>HUM 130</td>
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<td>HUM 150</td>
<td>Introduction to Film Studies</td>
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<td>HUM 300</td>
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<td>HUM 336</td>
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**Introduction to the Humanities—The Renaissance to the Present**

This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the Renaissance to the present. The course provides a framework for understanding and evaluating contemporary artistic endeavors.

**Survey of the Performing Arts**

This course examines traditions and new developments in the performing arts genres, providing participants with an overview of the historic elements reflected in the practice of live performance today. Through a highly interactive and experiential format, the course focuses on the artistic components which integrate to create the performance experience from both a "behind the scenes" and an audience perspective. *Humanities*

**World Mythology**

This course provides an overview of mythology and its relationship to ancient and current cultures. The course covers the purposes and types of myths, the development of myths and mythological characters; the common elements of mythological structures, the predominant characteristics of deities and heroes in myth and the obstacles and dangers that these archetypes encounter, how myths affect our personal and social lives, in which these ancient archetypes are found in contemporary society, and how attitudes and behaviors are influenced by mythological literature. *Humanities*

**Critical and Creative Thinking**

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.

**Critical Thinking and Creative Problem Solving**

This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.

**Religions of the World**

This course studies the major religions of the world. Topics include Buddhism, Christianity, Confucianism, Hinduism, Indigenous Cultures, Islam, Judaism, and Taoism. Students will objectively study the origins and major figures, and compare and contrast each of the major religions. During this course, each student will visit a religious site and interview a person of an unfamiliar faith.

**Introduction to Film Studies**

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.

**Media and American Culture**

The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

**World Culture and the Arts**

Culture and the arts play a complex role in enriching the human experience. This course will analyze the social role of the arts in the early civilizations through the present day. Learners will explore the key contributions in visual art, architecture, literature, and music of the civilizations presented in this course. In particular, learners will construct a virtual museum comprised of various artifacts representing several cultures.

**Art Through The Ages**

This course provides an in-depth analysis of innovation and change, and the use of imagination as the human creative force. Developments in architecture, painting, sculpture, literature, and music will be examined as processes and products of human imagination. The course will highlight artistic creativity as both a response to and a catalyst of change.

**The Global Village**

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. *Humanities*

**The Cultural History and Art of Mexico**

Through formal study and on-site experience, this course allows the student to study the cultural and social development of Mexico from the pre-Colombian to the present time. This course will also allow the student the opportunity to study the art of Mexico, including pre-historic “writings,” sculpture, murals, and architecture. (Summer Travel Program only.)
Logistics Management

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.

Data Modeling

This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

International Business

This course introduces students to the impact of geography, the Internet, and different cultures on international business. Students will focus on the three environments in which international business is conducted and the uncontrollable forces at work in all business environments. Topics discussed will include the importance of international organizations, the international monetary system, and the relevance of certain aspects of international business to managers and business people.

Introduction to World Cultures and Social Environments

This course introduces students to communicating in a multicultural society. Students will study communication in different world cultures and develop strategies for overcoming communication barriers. Students will also compare cultural patterns between countries and explore various theories relating to culture and communication. Specific topics for the course include value orientation; cultural dimensions; assimilation; the status of women, children, and families; and the influence of media and marketing on cultural identity.

Systems Operations Management

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.

Logistics Management

This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

Retail Operations: Supply Management

This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

ISCOM 355 ................................................................. 3 credits
Retail Operations: Technology and Finance

This course presents technology and finance concepts from a retail management context. Topics include inventory management, forecasting and reporting, buying, retail accounting, e-commerce, and database management. Upon completion of the course, students will possess the skills and knowledge necessary to manage the financial and technological operations of a retail business.

ISCOM 361 ................................................................. 3 credits
Purchasing and Procurement

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.

ISCOM 370 ................................................................. 3 credits
Strategic Supply Chain Management

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.

Global Sourcing and Procurement

This course introduces students to the concepts and issues of supply chain management from a global sourcing and procurement perspective. Special emphasis is placed on addresses purchasing operations and structures; strategic global-sourcing processes and the critical supply chain elements of managing supply chain inventory; information and supply chain management systems; and performance measurement and evaluation.

Integrated Logistics Management

This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

Service Operations Management

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, 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.

Operations Management for Small Business

This course provides an overview of the tools needed to effectively coordinate operations management for small businesses. Emphasis is placed on process improvement, quality management and leadership, measuring process improvements, and optimization modeling.

End-to-End Supply Chain Management

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.

**ISCOM 470 ~ Strategic Supply Chain Management**

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.

**ISCOM 471 ~ Operations Management**

This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

**ISCOM 472 ~ Lean Enterprise**

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

**ISCOM 473 ~ Global Sourcing and Procurement**

This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

**ISCOM 474 ~ Integrated Logistics Management**

This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

**ISCOM 475 ~ Electronic Commerce in the Supply Chain**

This course introduces students to the theory and practice of conducting supply chain functions over the Internet and World Wide Web. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

**ISCOM 476 ~ Integrated Supply Chain Applications**

This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain, which demonstrate performance standards are achieved.

**IT 101P ~ Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**IT 205 ~ Management of Information Systems**

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

**IT 206 ~ Information Systems Fundamentals**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include: computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**IT 209 ~ Information Systems Fundamentals**

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

**IT 210 ~ Fundamentals of Programming with Algorithms and Logic**

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

**IT 213 ~ Algorithms and Logic for Computer Programming**

This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of 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.

**IT 214 ~ Office Software Support Fundamentals**

This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.
IT 215 ~ ................................................................. 3 credits

**JAVA Programming**

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. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.

IT 218 ................................................................. 3 credits

**Introduction to C/C++**

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.

IT 220 ................................................................. 3 credits

**Internet Concepts**

IT 220 covers the development of the Internet, its business applications, and its distinction from the World Wide Web. Provided within this course are foundational topics that include the structure, topology, and connectivity of clients and servers on the World Wide Web via Transmission Control Protocol/Internet Protocol (TCP/IP). An overview of Web page design, its practical use, and stylistic elements are also discussed.

IT 221 ................................................................. 3 credits

**Analysis and Design of Information Systems**

This course explores areas of project analysis, design, and project management. The foundation of the course provides the background, rationale, and process of disciplined project planning and management using the Systems Development Lifecycle (SDLC) methodology. Students learn about conducting user interviews and about developing key project plans and reports. Business elements, such as the following, are covered: the role of project members, scope creation documentation, scheduling, staffing, budgeting, logistical and political considerations, and implementation. Employing concepts of the SDLC, project plans are developed by using Microsoft Project. Microsoft Project is required for this course.

IT 221N ................................................................. 3 credits

**Analysis & Design of Information Systems**

This course explores areas of project analysis, design and project management. Foundational coverage is provided covering the background, rationale and process of disciplined project planning and management using the Systems Development Lifecycle (SDLC) methodology. Students will be familiarized with conducting user interviews, developing key project plans and reports. Business elements such as role of project members, scope creation documentation, project scheduling, staffing, budgeting, logistical and political considerations to project planning and implementation are covered. Project plans will be developed employing concepts of the SDLC via written project plan documents and project reports, as well as project plans created using Microsoft Project. Microsoft Project is required for this course.

IT 230 ................................................................. 3 credits

**Computer Networking**

The fundamentals of networking and telecommunications are introduced in this course. Topics include the rationale of networking and its benefits and utilization within a business environment. Data and voice communications are covered broadly, as are connectivity protocols, including Transmission Control Protocol/Internet Protocol (TCP/IP), The Open Systems Interconnection (OSI) Reference Model, networking standards, and rationale are also presented. Primary network topologies of local area networks (LANs) and their connectivity to larger enterprise wide area networks (WANs) are studied within a business context.

IT 233 ................................................................. 3 credits

**Windows Server Configurations**

This course is a survey of Windows Server Configurations. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

IT 235 ................................................................. 3 credits

**Image Editing and Implementation**

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

IT 236 ................................................................. 3 credits

**Intro to Web Design I**

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 ................................................................. 3 credits

**Intro to Web Design II**

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 238 ................................................................. 3 credits

**Web Development**

This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

IT 239 ................................................................. 3 credits

**Introduction to Image Editing and Formatting**

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.
Introduction to W-LAN Technologies

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, and basic networking security concepts.

IT 241 ~ ................................................................................................. 3 credits

Fundamentals of Server Administration I

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, and basic networking security concepts.

IT 242 ~ ................................................................................................. 3 credits

Introduction to W-LAN Technologies

Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 243 ............................................................................................ 3 credits

Web Design Fundamentals

This course introduces development tools and techniques used to publish Web pages on the World Wide Web. Students use basic hypertext markup language, scripting and presentational technologies to create web sites without the aid of a software authoring application. Topics include XHTML, CSS, JavaScript, server hosting, site publication, site maintenance and Search Engine Optimization.

IT 244 ~ ................................................................................................. 3 credits

LAN Technologies

This course covers local area network (LAN) topics including rationale for networking, basic topologies, basic hardware devices and usage, and basic networking security concepts.

IT 245 ............................................................................................ 3 credits

Foundation of Local Area Networks

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.

IT 247 ............................................................................................ 3 credits

IS Security Concepts

This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Other concepts include 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.

IT 249 ~ ................................................................................................. 3 credits

Advanced Desktop Databases

This course provides students with the knowledge and skills to manage accounts and resources in a Microsoft Windows Server 2003 environment. The course is intended for systems administrator and systems engineer candidates who are responsible for managing accounts and resources. These tasks include managing user, computer, and group accounts; managing access to network resources; managing printers; managing an organizational unit in a network based on Active Directory service; and implementing Group Policy to manage users and computers.

IT 251 ............................................................................................ 3 credits

Fundamentals of Server Administration II

This course provides students with the knowledge and skills to implement, manage, and maintain a Microsoft Windows Server 2003 network infrastructure. The course is intended for systems administrator and systems engineer candidates who are responsible for implementing, managing, and maintaining server networking technologies. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Windows Internet Name Service (WINS); securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access.

IT 252 ............................................................................................ 3 credits

Fundamentals of Desktop Administration

This course provides students with the knowledge and skills to implement and support customers who are planning to deploy Microsoft Windows XP Professional in a variety of stand-alone and network operating system environments. It provides in-depth, hands-on training for Information Technology (IT) professionals responsible for the planning, implementation, management, and support of Windows XP Professional. This course is based on the final, retail release of Windows XP Professional.

IT 256 ............................................................................................ 3 credits

Wireless Networking Concepts

This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

IT 257 ............................................................................................ 3 credits

Wide Area Networking Concepts

This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

IT 260 ............................................................................................ 3 credits

Introduction to Desktop Databases

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.

IT 261 ............................................................................................ 3 credits

Advanced Desktop Databases

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.
IT 264 ................................................................. 3 credits
**Introduction to SQL**
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.

IT 265 ................................................................. 3 credits
**Managing the Database Environment**
This course provides an introduction to the installation, configuration, support, availability and recovery databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.

IT 266 ................................................................. 3 credits
**Desktop Databases Development**
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.

IT 280 ................................................................. 3 credits
**Computer Hardware Fundamentals**
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 282 ................................................................. 3 credits
**Computer Software Fundamentals**
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, recovery and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284 ................................................................. 3 credits
**Enterprise Computer Support**
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course 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.

IT 286 ................................................................. 3 credits
**Computer Maintenance and Troubleshooting**
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.

IT 287 ................................................................. 3 credits
**Personal Computer Hardware Support**
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

IT 288 ................................................................. 3 credits
**Personal Computer OS Support**
This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

IT 289 ................................................................. 3 credits
**Personal Computer Customer Support**
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course 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.

IT 297 ................................................................. 3 credits
**Computer Systems Maintenance**
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

JRN 330 ............................................................... 3 credits
**Journalistic Writing I**
This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 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.

JRN 340 ............................................................... 3 credits
**Journalistic Writing II**
This course focuses on the application of the diverse journalistic writing techniques used in 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.

LAW 421 ............................................................. 3 credits
**Contemporary Business Law**
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

LC 201 ................................................................. 3 credits
**Foundations of Life Coaching**
This theory based class focuses on building and establishing the qualities and skills necessary to become a life coach. Students explore self knowledge and apply what they learn to assist others to achieve personally set goals.
Principles and Practices of Life Coaching

In this class, theory of coaching is put into practice. Students gain additional experience through the practice of coach-client skills such as active listening, goal setting, effective evaluation, and conflict resolution.

Small Business Leadership

This course explores how the small business entrepreneur leads, manages, motivates and rewards employees while creating a culture focused on customer satisfaction. Emphasis is placed on leadership skills, people management, and strategic management while satisfying internal and external customers.

World Literature

This course covers fiction, drama, poetry, and essays by significant world authors throughout history. Students will focus on literary devices and the following activities: matching exercises and literary matrices, short essays and evaluations on specific reading selections, and a final comparative essay of any two pieces of literature covered in the course.

Social and Community Related Programs and Services

This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

Alternative Living Environments

This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

Legal Perspectives in Aging

This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

Algebra 1A

This course introduces basic algebra concepts and assists in building skills for performing specific mathematical operations and problem solving. Students will solve equations, evaluate algebraic expressions, solve and graph linear equations and linear inequalities, graph lines, and solve systems of linear equations and linear inequalities. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the first half of the college algebra sequence, which is completed in MAT 117, Algebra IB.

Algebra 1B

This course explores advanced algebra concepts and assists in building the algebraic and problem solving skills developed in Algebra 1A. Students will solve polynomials, quadratic equations, rational equations, and radical equations. These concepts and skills will serve as a foundation for subsequent business coursework. Applications to real-world problems are also explored throughout the course. This course is the second half of the college algebra sequence, which began with MAT 116, Algebra 1A.

Finite Mathematics

This course introduces the concepts of finite mathematics, with a focus on real-world application. Students will explore linear functions and equations, linear programming, and the use and application of matrices. Mathematical applications of finance, statistics, and probability are also reviewed.

Statistics

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through applications and functions of statistical methods.

Organizational Ethics and Social Responsibility

This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal and social issues in managing individuals, groups and organizations.

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

Organizational Behavior

This course in Organizational Behavior uses realistic case studies, collaborative learning activities, and practical exercises to impart organizational behavior principles and theory. Students will apply management and leadership techniques garnered from successful business organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalizing communication, evaluating conflict, and making appropriate business decisions.
MGT 255 ~ ................................................................. 3 credits
**Political, Legal and Ethical Issues in Business**
This 9-week course focuses on the legal and regulatory environment of business. Topical areas include information on key functions of the law, dispute resolution, government agencies, contracts, tort law, property law, and international law. During this course, students will brief actual cases that illustrate the concepts being taught.

MGT 300 ~ ................................................................. 3 credits
**Survey of Small Business Management and Entrepreneurship**
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.

MGT 306 ~ ................................................................. 3 credits
**Family Business Management**
This course provides an overview of key issues relevant to managing a family-operated business. Special emphasis is placed on family business planning, financial management, growth methods, conflict management, and succession planning.

MGT 307 ................................................................. 3 credits
**Organizational Behavior and Group Dynamics**
This course encompasses the study of individual behavior and group dynamics in organizational settings. The effective management of organizational behavior and group dynamics requires knowledge of key concepts and skills in group processes, communication, change, workforce diversity, conflict, performance systems, collaboration and teaming. A comprehensive review of these concepts will highlight effective strategies for improving the performance of organizations and work groups.

MGT 308 ................................................................. 3 credits
**Managing Diversity**
This course presents a general overview of issues in workplace diversity. A special emphasis is placed on both theoretical and practical applications needed to recognize the challenges and opportunities present in managing a diverse workforce and developing strategies to maximize organizational effectiveness.

MGT 311 ................................................................. 3 credits
**Organizational Development**
This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

MGT 314 ................................................................. 3 credits
**Hospitality Entrepreneurship**
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.

MGT 330 ................................................................. 3 credits
**Management: Theory, Practice, and Application**
This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

MGT 344 ................................................................. 3 credits
**Organizational Behavior and Ethical Responsibility**
This course in organizational behavior encompasses the study of individual and group behavior in organizational settings and explores the ethical issues to which employees are exposed. Contemporary issues in organizational behavior challenge individuals to recognize ethical dilemmas and resolve them through active deliberation and sound decision making. A comprehensive review of organizational behavior and ethics will allow students to examine their roles and responsibilities within organizations of the new millennium.

MGT 350 ................................................................. 3 credits
**Critical Thinking: Strategies in Decision Making**
The course provides students opportunities for analysis, synthesis, prescription, and application roles of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with, diverse workforce and dynamic work place. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems as well as provide strategic direction.

MGT 360 ................................................................. 3 credits
**Green and Sustainable Enterprise Management**
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 380 ................................................................. 3 credits
**Organizational Change Management**
This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

MGT 387 ................................................................. 3 credits
**Retail Management for Small Business**
This course focuses on the establishment, operation, and activities of managing a small retail operation. Special emphasis is placed on the marketing efforts specific to the resources of a small business providing a product and or service. Students will also review the legal perspective, financial implications, and franchising considerations.

MGT 401 ................................................................. 3 credits
**The Small Business: Structure, Planning and Funding**
This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.
MGT 403: Environmental Management Systems

This course provides a framework for managing Environmental Management Systems (EMS). This includes continuous improvement through environmental management; facilities and supply-chain management; systems integration; environmental considerations; and operational utilization of environmental management systems.

MGT 411: Innovative and Creative Business Thinking

This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading, and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 417: Business Continuity Planning and Management

This course presents foundations of business continuity planning for managing business threats and risks. Students will examine relevant theories, tools and techniques, and best practices for creating and implementing an effective business continuity program and plan.

MGT 418: Evaluating New Business Opportunities

This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment; the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420: Managing Quality in the Supply Chain

This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

MGT 425: Employment Law in Retail Management

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function in the retail industry. Among topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 426: Managing Change in the Workplace

This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

MGT 431: Human Resources Management

This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager.

MGT 434: Employment Law

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 445: Project Management

This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

MGT 449: Quality Management and Productivity

This course examines the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methodologies that will aid managers in assuring that the organization’s quality system is effectively meeting the organization’s continuous improvement goals.

MGT 455: Risk Management in the Hospitality Industry

This course provides a framework for assessing risk from the hospitality management perspective. Students will evaluate various risk evaluation tools as appropriate for different components of the hospitality industry. Special emphasis is placed on assessing risk, the risk management process, risk evaluation, preventative planning.

MGT 470: Sustainable Enterprise Planning

This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustain-
**Green Marketing**

Because businesses and individuals are all consumers of marketing, this course explores the why behind marketing efforts and how to apply basic marketing to current professional and personal situations. This course includes a general introduction to what marketing is as well as an understanding as to why it is important to organizations. Topics include the marketing 4Ps, the relationship between marketing and sales, and how marketing is used to create value. It also includes a focus on marketing for services and physical goods and considers the influences of the external environment on how companies market their product and services - both domestic and global.

**MKT 411**  
3 credits

**Introduction to Marketing**

This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

**MKT 414**  
3 credits

**Supply Chain Manufacturing and Marketing**

This course applies the concepts of marketing to supply chain management. This includes a discussion of applying the marketing concepts of the 4Ps and SWOT analysis in order to make effective operational and supply chain decisions.

**MKT 421**  
3 credits

**Marketing**

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

**MKT 431**  
3 credits

**Small Business Marketing**

Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

**MKT 435**  
3 credits

**Consumer Behavior**

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

**MKT 438**  
3 credits

**Public Relations**

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satisfaction on relationship-building strategies; and ethics and public relations.

**MKT 441**  
3 credits

**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing. 

**MKT 444**  
3 credits

**Hospitality Marketing**

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.

**MKT 445**  
3 credits

**Sales Tools and Strategies**

This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

**MKT 450**  
3 credits

**International Marketing**

This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision-making in an international setting.

**MKT 452**  
3 credits

**Retail Marketing**

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.

**MKT 455**  
3 credits

**Internet Marketing**

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.

**MGT 465**  
3 credits

**Small Business and Entrepreneurial Planning**

This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.
MKT 498 ~ ................................................................. 3 credits

Integrated Marketing Strategies
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. **revised 09/26/2006** This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

MTH 110 ~ .............................................................. 1 credit

History of Mathematics
This one-credit course introduces students to a comprehensive survey of classical mathematical history, including background on 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.

MTH 156 ~ ........................................................... 3 credits

Math For Elementary Teachers I
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.

MTH 157 ~ ........................................................... 3 credits

Math for Elementary Teachers II
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.

MTH 208 ................................................................. 3 credits

College Mathematics I
This course begins a demonstration and examination of various concepts of basic algebra. It assists in building skills for performing specific mathematical operations and problem solving. These concepts and skills serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 209 ~ ........................................................... 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 211 ~ ........................................................... 3 credits

Quantitative Reasoning
This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students will learn the importance of mathematics and its value to society. Applications to real-world situations are emphasized throughout the course including economics, finance, and statistics.

MTH 212 ~ ........................................................... 3 credits

Introduction to Finite Mathematics
This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.

MTH 213 ~ ........................................................... 3 credits

Mathematics for Elementary School Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 ~ ........................................................... 3 credits

Mathematics for Elementary School Educators II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 217 ~ ........................................................... 3 credits

Pre-Calculus
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.
MTH 230 ~ ................................................................. 3 credits
Calculus
This course demonstrates and examines various concepts of differential calculus. It assists in understanding the basic concepts of differential calculus. These concepts are used to apply differential calculus in business, economics, and science coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are included in this course. A variety of other applications, such as geometry, personal finance, science, and engineering are also presented.

MTH 233 ................................................................. 3 credits
Statistics
This course describes descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 310 ~ ................................................................. 4 credits
Calculus I
This course is an introduction to differential 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.

MTH 320 ~ ................................................................. 4 credits
Calculus II
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.

MTH 330 ~ ................................................................. 3 credits
Mathematical Reasoning
This course presents an introduction to advanced mathematical concepts and historical perspectives. Students examine truth tables and develop competence with formal logical proof techniques. Students investigate the real number system and also explore mathematical language, functions, and theoretical geometry.

MTH 360 ~ ................................................................. 3 credits
Linear Algebra
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.

MTH 361 ................................................................. 3 credits
Survey of Mathematics I
This is the first course of a two-part course sequence presenting a survey of mathematics. This course addresses the conceptual framework for mathematics. The focus of this course is on real number properties, patterns, operations, and algebraic reasoning and problem solving.

MTH 362 ~ ................................................................. 3 credits
Survey of Mathematics II
This is the second course in a two-part course sequence presenting a survey of mathematics. The focus of this course is on measurement, geometry, and mathematical connections.

MTH 380 ~ ................................................................. 3 credits
Calculus III
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.

MTH 405 ................................................................. 3 credits
Modern Geometry
This course explores geometry from heuristic, axiomatic, and computational angles. Students examine ancient results, Euclid, non-Euclidean geometry via the Poincare disk, and transformational geometry.

MTH 415 ~ ................................................................. 3 credits
Theory of Numbers
This course is an introduction to the main concepts of number theory. The topics will include divisibility of numbers, prime numbers, Euclid’s theorem and Algorithm, fundamental theory of arithmetic, the sequence of primes, linear congruence, solving polynomials congruence, Fermat’s theorem, quadratic residuals, and roots of congruences. Students will deepen their experience with axiomatic systems.

MTH 420 ~ ................................................................. 3 credits
Calculus IV
This course presents students with advanced calculus topics. Students examine line integrals, vector fields, non-elementary functions, as well as Fourier series and the Fourier transform. Students also investigate Green’s Theorem and Stokes’ Theorem.

NSCI 280 ................................................................. 4 credits
Anatomy and Physiology I
Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical thinking application exercises.

NSCI 281 ................................................................. 4 credits
Anatomy and Physiology II
Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion includes the application of nutrition, fluid, electrolyte and acid base balance, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and criti-
Introduction to College of Nursing

This introductory course to the College of Nursing is designed to orient students to the nursing curriculum and program. Students will receive an introduction to the simulation laboratory. Students will develop strategies for achieving educational goals that assist them to be successful in the undergraduate program. Strategies for success will include improving test-taking skills, utilizing case studies, and studying test questions that are similar to those of the NCLEX-RN® Examination.

NSG 320 ~ ................................................................. 3 credits

Professional Nursing Role

This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability. Benner’s Theory of novice to expert and the role of the generalist will be explored.

NSG 330 ~ ................................................................. 3 credits

Physical Assessment

This course builds from previous practical or vocational nursing competencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of patients across the life span. History taking and data collection are emphasized. Laboratory experiences are included to develop an application of anatomy and physiology concepts to body systems under the supervision of a qualified faculty member. This course includes 30 clinical hours and 8 lab hours.

NSG 340 ~ ................................................................. 5 credits

Medical/Surgical Nursing I: Acute

This course builds on previous nursing knowledge and skills to expand into the professional nursing roles related to the medical surgical client experiencing acute health care problems. Management of safe patient care using the nursing process and Watson’s Theory of Human Caring is addressed. Watson’s Theory will be used by the student to apply critical thinking pathways to individual health problems. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.

NSG 345 ~ ................................................................. 5 credits

Medical/Surgical Nursing II: Complex and Geriatrics

This course focuses on the care of patients with chronic/complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course that includes immersive simulation learning.

NSG 400 ~ ................................................................. 3 credits

Theoretical Basis for Nursing Practice

This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson’s Theory of Human Caring and its practical applications to practice. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The course examines the application of theories to nursing practice.

NSG 410 ................................................................. 3 credits

Psychiatric and Mental Health Nursing

The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson’s Theory of Human Caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.

NSG 420 ................................................................. 3 credits

Community and Family Nursing

This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Watson’s Theory of Human Caring, the nursing process, and evidence-based practice, the student develops the skills to provide family-centered outcomes. Students will demonstrate the ability to recognize the dimensions of multicultural diversity within the community and how it affects the family. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.

NSG 430 ................................................................. 4 credits

Evidence-based Practice and Information Technology in Health Care

Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. The effect of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.

NSG 435 ................................................................. 4 credits

Maternal – Child Nursing

This course focuses on the use of Watson’s Theory of Human Caring in the care of the material-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course to include immersive simulation learning.

NSG 440 ................................................................. 4 credits

Pediatric Nursing

This course focuses on the utilization of Watson’s Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.

NSG 450 ................................................................. 3 credits

Epidemiology and Global Health

Epidemiology provides the basis for significant public and global health decisions. Through the use of global statistics and the exploration of epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause for the purpose of understanding issues related to global and public health. Students are required to successfully complete 45 clinical hours to pass the course that includes immersive simulation learning.

NSG 470 ................................................................. 4 credits

Nursing Leadership and Management

This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a
variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.

NSG 480 ~ ................................................................. 4 credits

Nursing Synthesis

This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.

NTC 245 ~ ................................................................. 3 credits

Foundation of Local Area Networks

This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 247 ~ ................................................................. 3 credits

Wireless Networking Concepts

This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

NTC 249 ~ ................................................................. 3 credits

Wide Area Networking Concepts

This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

NTC 360 ~ ................................................................. 3 credits

Network and Telecommunications Concepts

This course provides an overview of telecommunication systems in a business environment. Topics covered include standards, telephony, networks, and internet working applications. Terminology and basic concepts are emphasized.

NTC 361 ~ ................................................................. 3 credits

Network and Telecommunications Concepts

This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.

NTC 405 ~ ................................................................. 3 credits

Telecommunications and Networking I

NTC 405 is designed to provide the learner with the fundamentals of DC and AC circuits, analog circuits and concepts such as amplifiers, filters, and modulation/demodulation concepts and applications. The basics of digital circuits and digital logic concepts and circuits are analyzed. Complex digital equipment such as multiplexers are introduced. The course is completed with an analysis and application of various network topologies and network operating systems.

NTC 406 ~ ................................................................. 3 credits

Telecommunications and Networking II

NTC 406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail with the related theory being applied to specific applications in the industry.

NTC 409 ~ ................................................................. 3 credits

Global Network Architecture and Design

This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411 ~ ................................................................. 3 credits

Global Network Management, Support and Security

NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed. Network security, Disaster Recovery, and Business Continuity planner is also addressed in this course.

NTC 415 ~ ................................................................. 3 credits

Network Integration Project

The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANS with both wired and wireless functionality will be applied. End-to-end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.

NUR 300 ~ ................................................................. 3 credits

Essentials of Professional Nursing Practice

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.

NUR 310 ~ ................................................................. 3 credits

Theoretical Bases for Nursing Practice

This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Orem’s self-care model. Nursing process is applied in the context of self-care deficits and therapeutic self-care demand. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The role of the nurse as a change agent in facilitating behavioral changes in individuals is reinforced. Key competencies in collaborative care are explored.

NUR 315 ~ ................................................................. 3 credits

Physical Assessment

This course builds from previous practical/vocational nurse compe-
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tencies, knowledge, and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of adult clients. History taking and data collection are emphasized. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

NUR 315L ~ ................................................................. 1 credit

Physical Assessment Lab

This laboratory course supports NUR/315 and is a required course of study. Students will practice nursing skills in a laboratory setting under supervision of a qualified faculty.

NUR 320 ~ ................................................................. 4 credits

Care of the Med/Surg Client: Acute

This course builds on previous nursing knowledge and skills to expand into the professional nursing role related to the medical surgical client experiencing acute health care problems. Application of nursing roles as provider of care, advocate, teacher, and manager, through critical thinking, and restoration of health in adults is discussed. Theory based nursing practice will be utilized by the student to apply critical thinking pathways to individual health problems. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 330 ~ ................................................................. 3 credits

Psychiatric Mental Health Nursing

The focus of this course is the provision of nursing care to the client with alteration in mental health. Theory based practice will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Emphasis is placed on human behavior as it relates to function, alterations and disruption of normal mental health. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 335 ~ ................................................................. 3 credits

Care of the Childbearing Client

This course focuses on the utilization of nursing theory with the obstetrical client and newborn's family. Emphasis is placed on the concepts of normal reproductive and child bearing events and health assessment of the child bearing woman. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 335CA ~ ............................................................ 3 credits

Care of the Pediatric Client

This course focuses on theory-based nursing practice with the pediatric client and family. Students apply concepts related to growth and development, and explore methods of assessing chronic illness and disorders. Planned faculty-supervised experiences in the clinical area as well as the community will provide students with the opportunity to implement their knowledge and skills. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 340 ~ ................................................................. 3 credits

Care of the Medical Surgical Client: Complex

This course focuses on the care of the medical/surgical client with complex health care problems. The course builds on NUR/320 - Care of the Medical/Surgical Client: Acute. Theory based nursing practice will be utilized by the student to apply critical thinking pathways to individuals with chronic complex health care problems. Nursing assessment and data analysis is emphasized. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 345 ~ ................................................................. 4 credits

Introduction to Professional Nursing

This course focuses on the professional role of nursing. Students will assess and strengthen their skills in writing, oral presentations, and group interactions. Change and communication strategies necessary for today’s healthcare arena will be investigated.

NUR 390 ~ ................................................................. 3 credits

Professional Nursing Practice

This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

NUR 402 ~ ................................................................. 3 credits

Theoretical Foundation of Professional Nursing

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts essential to professional nursing are presented within the unifying framework of Orem’s Self-Care Deficit Theory of Nursing. The action of nursing is operationalized within the roles of caregiver, teacher, and manager of care. An overview of classification systems (Nursing Interventions Classification and Nursing Outcomes Classification) is introduced. The role of the nurse as a change agent in facilitating behavioral changes in individuals is reinforced.

NUR 403 ~ ................................................................. 3 credits

Theories and Models of Nursing Practice

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 405 ~ ................................................................. 4 credits

Health Communities: Theory and Practice

This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored though concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 ~ ................................................................. 3 credits

Epidemiology: Global and Public Health

Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.
NUR 420 ~ ................................................................. 3 credits
Health Assessment
This course provides refinement of physical assessment skills focusing on the assessment differences needed to recognize abnormal findings across the life span, especially with the geriatric population. Communication, health histories, and psychosocial impacts will also be explored in the development of holistic health assessment skills.

NUR 425 ~ ................................................................. 3 credits
Health and Disease Management
This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary/alternative therapies, and community resources.

NUR 426 ~ ................................................................. 3 credits
Pathophysiology
This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with the disease process. The course will examine cellular activity, organs, and systems that affect the health of the human body.

NUR 427 ~ ................................................................. 3 credits
Health & Chronic Disease Management
This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary and alternative therapies, and community resources.

NUR 429 ~ ................................................................. 3 credits
Issues and Strategies in Nursing Research Utilization
This course develops the basic skills of critically analyzing research findings. Research methods are introduced with emphasis placed upon analyzing key elements of research reports.

NUR 429PN ~ ............................................................. 3 credits
Issues & Strategies in Nursing Research
This course focuses on providing the basic skills to students to critically analyze research findings. Research methods are introduced with emphasis placed upon analyzing key elements of research reports.

NUR 431 ~ ................................................................. 3 credits
Care of the Geriatric Client
This course is designed to explore current theories and practices in gerontologic nursing. The primary focus of the course is to explore the role of the nurse in assessing and managing the continuum of care with the aging client and family within a community. Students must successfully complete 45 clinical hours in order to pass the course.

NUR 440 ~ ................................................................. 3 credits
Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

NUR 443 ~ ................................................................. 3 credits
Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 464 ~ ................................................................. 3 credits
Concepts of Family Nursing Theory
This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Orem’s Self-Care Model and the nursing process, the student develops the skills to provide family-centered, outcome-oriented nursing care across the life span. Students are assisted in the integration of the multicultural diversity of families into the nursing plan of care. Five workshops provide the framework for the development of the professional roles of caregiver, teacher, and manager of care in the nursing, client, and health care systems.

NUR 464PN ~ ............................................................ 3 credits
Concepts of Family Nursing Theory
This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Orem’s Self-Care Model and the nursing process, the student develops the skills to provide family-centered, outcome-oriented nursing care across the life span. Students are assisted in the integration of the multicultural diversity of families into the nursing plan of care. Five workshops provide the framework for the development of the professional roles of caregiver, teacher, and manager of care in the nursing, client, and health care systems.

NUR 467 ~ ................................................................. 3 credits
Clinical Integration: Nursing Management of Family
This course focuses on the utilization of theory-based practice to manage the continuum of care required by families. Based on Orem’s Self-Care Model and the nursing process, the student will complete 45 hours of clinical application that provide the framework for development of the professional roles of caregiver, teacher, and manager of care in the health care, family, and nursing systems. Clinical application provides experiences across the life span. These experiences occur in a variety of settings and address the health care needs of families. The clinical integration and application of theories and concepts introduced in the family theory course will be the focus of this course.

NUR 467PN ~ ............................................................ 3 credits
Clinical Integration: Nursing Management of Family
This course focuses on the utilization of theory-based practice to manage the continuum of care required by families. Based on Orem’s Self-Care Model and the nursing process, the student will complete 45 hours of clinical application that provide the framework for development of the professional roles of caregiver, teacher, and manager of care in the health care, family, and nursing systems. Clinical application provides experiences across the life span. These experiences occur in a variety of settings and address the health care needs of families. The clinical integration and application of theories and concepts introduced in the family theory course will be the focus of this course.

NUR 471 ~ ................................................................. 3 credits
Dimensions of Community Nursing Practice
This course provides the foundation for developing and using the-
ory based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills for community-focused practice.

NUR 471PN ~ ................................................................. 3 credits

Community Nursing Practice

This course provides the foundation for developing and using theory-based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills for community-focused practice.

NUR 473 ~ ................................................................. 3 credits

Clinical Integration: Partnerships in Community Practice

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment, and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks of this course. (45 clinical hours)

NUR 473PN ~ ................................................................. 3 credits

Community Nursing Integration

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks of this course.

NUR 478 ~ ................................................................. 3 credits

Contemporary Issues and Health Policy

This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues. Activities explore the impact of health policy changes on the individual nursing practice and the delivery of health care to consumers.

NUR 478PN ~ ................................................................. 3 credits

Nursing Leadership & Management in Health Care

This course emphasizes leadership and management theory, including systems theory in nursing and health care applications. Course content assists the professional nurse in adjusting to various nursing responsibilities such as delegation, change management, and client advocacy. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 482 ~ ................................................................. 3 credits

Nursing Leadership and Management in Health Care

This course uses leadership and management theory and application to develop skills for the understanding and implementation of change. Components of the course include leadership theory and models, change theory and models, project management and systems theory, organizational and change theory, financial management, organizational culture, and continuous process improvement.

NUR 486 ~ ................................................................. 3 credits

Senior Practicum: Leadership and Management

This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.

NUR 492 ~ ................................................................. 3 credits

Critical Synthesis Application

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. Based on prior assessment testing, an individualized national examination preparation plan will be developed in collaboration with faculty. Weekly topics and objectives provide a forum for discussion and review.

OIL 312 ................................................................. 3 credits

Global Innovation

This course addresses how innovation is allowing rapid business growth in the global market. Special emphasis is placed on how technology is innovating business processes in developing counties as well as newly emerging global competitors that are driving innovation domestically and abroad.

OIL 361 ................................................................. 3 credits

Innovation, Design, and Creativity for a Competitive Advantage

This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.
Innovation, Design, and Creativity for a Competitive Advantage

This course provides students with a general understanding of the principles of design and their relationship to the business environment. Emphasis is placed on how the specific elements of design principles and design strategies are applied across the organization.

The Innovative Organization

This course examines principles, models, guidelines, and strategies to support organizational innovation. Special emphasis is placed on leadership, innovative business models, metrics, learning systems, and the strategic and tactical considerations of an innovative organization.

Knowledge Management and Intellectual Capital

In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

Disruptive Business Practices: Management and Technology

This course provides students with the requisite knowledge and skills to effectively manage disruptive innovation in today’s global business environment. Emphasis is placed on examining how disruptive business practices and technology are managed to create a competitive advantage and improve organizational value in strategies, processes, products, and services.

Management of Intellectual Capital

In this course, students are provided the knowledge and skills necessary to understand the growing cadre of intellectual capital present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual property, goodwill, knowledge management, brand recognition, organizational partnerships, and organizational culture.

Organizational Innovation Integrated Project

This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

Strategic Supply Chain Management

This undergraduate business course that covers the operational activities within a supply chain that must be managed to reduce both costs and delivery times of products and services for customers. The course examines the “plan, buy, make, and sell” cycle of planning material requirements, procuring the raw materials, building the products (or offering services), and selling and delivering them to customers. In addition, it illustrates how customer satisfaction can be increased by improving performance in operations management, global material sourcing and procurement, and integrated logistics activities including warehousing and transportation. It further covers the significance of supply chains in the support of a company’s e-business activities. Strategic emphasis is placed on how to increase customers’ perceived value of a company’s products and/or services to improve competitive advantage.

Operations Management

Operations Management (OM), the managing of productive resources in the manufacturing and services sectors, has not only been a key element in the improvement of business productivity in the United States and around the world, but also in providing valuable opportunities for customers. Operations Management entails the design and control of systems responsible for the productive use of raw materials, human resources, equipment, and facilities in the development of commercial and consumer products and high customer contact services. This course utilizes a set of operations management skills and tools that students can use to enable their companies to develop a competitive advantage in commercial environments that encompass global markets and competition, electronic business (e-business), and supply chain management. Operations Management will benefit individuals directly involved in producing products or providing customer services for domestic or global markets. This course will include operations management, personnel, purchasing, logistics, engineering, human resources management, accounting, finance, and marketing.
PHI 105 .......................................................... 3 credits
Introduction to Philosophy
In this course, philosophical thinking and reasoning are introduced through the evaluation of the historical development, key contributors, and principle issues of philosophy. Topical areas include both Western and Eastern philosophy, moral and political philosophy, religious philosophy, as well as feminism. Student activities include, but are not limited to, creating campaign ads for fictional political parties, writing a letter in the persona of a historical philosopher, and creating a PowerPoint® presentation that expresses personal philosophies.

PHL 215 .......................................................... 3 credits
Philosophy: Methods and Applications
This course offers an intensive introduction to philosophic problems and methodologies as developed by major figures in the history of philosophy. Applications of philosophic methods to problem-solving, decision making, ethical thought, and strategic thinking are considered. Humanities

PHL 251 .......................................................... 3 credits
Critical Thinking
This five-week course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of business communication. Humanities

PHL 266 .......................................................... 3 credits
Foundations of the Free Market System
This course is an exploration of the philosophy of economics, focusing on the study of the philosophical and historical foundations of the free-market system. The theories of Plato, Adam Smith, J. S. Mill, Karl Marx, and the great 20th-century economists are examined. Students explore the influences of these philosophers and economists on the development of the free-market economy, the rise of the middle class, and the concept of individual freedom. Attention is given to the origins of business organizations, the expansion of international commerce, the increasing role of technology in productivity, and the ever-increasing scale of global corporations. This course provides an example of how ideals are formed and how they change the world.

PHL 323 .......................................................... 3 credits
Ethics in Management
This course provides opportunities for the analysis and synthesis of the role of ethics in the organization. Emphasis is placed on the way ethics affect thinking, relationship development, policy formation, and professional conduct in the workplace. Students develop the skills to understand and integrate constructive ethics into practices that support the success of the employee and the organization.

PHL 443 .......................................................... 3 credits
Mind and Machine
This is an introductory course in the philosophical considerations of human versus machine intelligence. This course examines the similarities and differences between human and artificial (computer or machine) intelligence from a philosophical point of view. Students learn to describe the practical and logical problems in comparing human and artificial intelligence. The significance of metaphor as a part of language and as a mode of thought is examined as it relates to the development of our concepts and perceptions of machines and what it means to be human. As a philosophy course, the material focuses on questions of the mind, on what it means to be human, on what it means to be intelligent, and on the social and ethical implications of future developments in artificial intelligence.

PHL 458 .......................................................... 3 credits
Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

PHL 464 .......................................................... 3 credits
History of Philosophical Thought
This course analyzes the history of human consciousness in the Western world. Students will investigate the human effort to understand the world and will appraise the changing ways men and women seek to find meaning in their lives through the “three grand epochs of seeking.”

PHM 215 .......................................................... 3 credits
Pharmacology
This course examines the pharmacodynamics of major drug classes and methods of calculating dosages. A review of safe administration of medication is provided. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacotherapeutic interventions.

PHY 101 .......................................................... 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle 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, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

POL 215 .......................................................... 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

SOC 443 .......................................................... 3 credits
Wealth and Power in America
This course discusses the issue of wealth, power, and influence in the United States. Who has the wealth in America? Who has power? How is this power wielded to influence public policy? To help students develop perspectives on these issues, two main and contrasting models of American society are presented: the pluralist and elitist model. Each theory will be presented and students should be encouraged to come to their own conclusions through readings, research, and learning team activities. Social Sciences
POL 469 ~ Contemporary Political Thought .......................................................... 3 credits
This course provides a broad overview of international issues facing the United States and the world. These issues range from the challenges of feeding the world’s growing population to global warming and from nuclear terrorism to the promotion of human rights. Issues are discussed from opposing viewpoints in order to stimulate thinking, discussion, and insight. The purpose of the course is to provide students with a broad overview of the challenges, obstacles, and opportunities of living in an increasingly interconnected and complex world.

POS 110 ~ American National Government ...................................................... 3 credits
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.

POS 221 ~ Windows Server Configurations ...................................................... 3 credits
This course is a survey of Windows Server Configurations. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

POS 355 ~ Introduction to Operating Systems .................................................. 3 credits
This course is an introduction to operating system concepts, which include process, memory, file, and network management. Both mainframe and desktop operating systems are used as illustrative examples.

POS 371 ~ Programming Concepts .................................................................. 3 credits
This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

POS 406 ~ C++ Programming I ........................................................................ 3 credits
This course develops the skills and knowledge necessary to produce beginning computer programs. The Java® programming language is used.

POS 408 ~ .NET I .............................................................................................. 3 credits
This course introduces object-oriented programming in the context of business applications development within the .NET environment. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.NET.

POS 409 ~ .NET II ............................................................................................ 3 credits
This course continues the subject of Object-Oriented Programming with the .NET environment. It extends the study of Visual Basic programming. Topics include designing complex applications and the use of data files. ActiveX is also introduced. The course uses Visual Basic.NET.

POS 410 ~ SQL For Business ............................................................................ 3 credits
This course covers Structured Query Language (SQL), which is a common language that allows the query and manipulation of data in relational databases. The course uses SQL.

POS 420 ~ Introduction to UNIX ....................................................................... 3 credits
This course is a survey of the UNIX. Topics emphasize operations of the UNIX system that enable a user to make efficient use of files, file systems, and processes.

POS 421 ~ Algorithms and Logic for Computer Programming ....................... 3 credits
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 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.

PRG 410 ~ C++ Programming II ..................................................................... 3 credits
This course introduces the student to C++. Topics include C++ basic, selection and repetition structures, sequential files, arrays, and C++ libraries.

PRG 411 ~ Java Programming I ....................................................................... 3 credits
This course introduces object-oriented programming in the context of business applications development. The basics of the Java programming language are covered.

PRG 421 ~ Java Programming II ...................................................................... 3 credits
This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of date files.

PSY 103 ~ Introduction to Psychology ............................................................ 3 credits
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.
PSY 210 ~ Introduction to Psychology: Why We Do What We Do

This course provides a general introduction to the vast and fascinating field of psychology as well as an understanding into why people behave the way they do. This course covers psychology's basic subject matter in a meaningful and relevant fashion. It also provides a discussion of the ways in which psychological knowledge is applied to improve the quality of individual and shared life. This course is an excellent gateway to more advanced courses in psychology.

PSY 211 ~ Essentials of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 ~ Positive Psychology: What's Right With Me

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? 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.

PSY 230 ~ Theories of Personality: I Think, Therefore Who Am I?

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 in to 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.

PSY 240 ~ The Brain, the Body, and the Mind: All Together Now

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.

PSY 250 ~ Psychology of Personality

This course is an introduction to the study of personality. The course examines theoretical explanations for understanding personality development and explores each theory. The course also investigates how personality is assessed. The focus is on approaches that psychology has developed for understanding personality and on applications for organizational processes.

PSY 255 ~ Psychology and Diversity: Having an Identity Crisis

This course allows students to identify and analyze major forms of human diversity and understand the psychological basis for responding to diversity. Students have the opportunity to explore self-understanding and self-identification as well as the various approaches to each. The course includes topics such as family and external group identity; work relationships; formation of attitudes, beliefs, and ideologies; bias and prejudice; and cultural impacts on social behavior and human interaction.


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 sociocultural 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.

PSY 270 ~ Human Growth and Development

This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.

PSY 280 ~ Social Psychology: Why Can't We All Just Get Along

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.

PSY 300 ~ General Psychology

General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.

PSY 301 ~ Emotional Intelligence

This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
**PSY 310 ~ History and Systems of Psychology** 3 credits

The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.

**PSY 315 ~ Statistical Reasoning in Psychology** 3 credits

This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

**PSY 320 ~ Human Motivation** 3 credits

This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.

**PSY 322 ~ Consumer Psychology and Research** 3 credits

This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

**PSY 340 ~ Biological Foundations of Psychology** 3 credits

This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

**PSY 355 ~ Motivational Processes in Human Psychology** 3 credits

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

**PSY 360 ~ Cognitive Psychology** 3 credits

This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

**PSY 375 ~ Lifespan Human Development** 3 credits

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.

**PSY 390 ~ Learning and Cognition** 3 credits

This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

**PSY 400 ~ Social Psychology** 3 credits

This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

**PSY 405 ~ Theories of Personality** 3 credits

This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

**PSY 410 ~ Abnormal Psychology** 3 credits

This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

**PSY 423 ~ Chemical Dependency in the Workplace** 3 credits

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.

**PSY 428 ~ Organizational Psychology** 3 credits

This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence of individual and work groups in an organization. Organizational Psychology focuses on the human factor of business. This course applies Organizational Psychology theories and techniques to the features/dimensions of corporate structure that are transforming in order to
accommodate the changes in the modern world. An understanding of external and internal customer relations in the transformed organizations is discussed.

**PSY 430 ~** ..................................................................................... 3 credits

**Team Dynamic for Managers**

This course provides an exploration into how managers and employees work in groups for the completion of organizational objectives. Emphasis is placed on the growing dependency on self-directed work teams in the workplace. This course equips students with the ability to manage work teams, work in teams successfully, and to obtain results via team dynamics. In addition, impacts upon customer satisfaction are explored.

**PSY 435 ~** ..................................................................................... 3 credits

**Industrial/Organizational Psychology**

This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.

**PSY 450 ~** ..................................................................................... 3 credits

**Diversity and Cultural Factors in Psychology**

This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

**PSY 460 ~** ..................................................................................... 3 credits

**Environmental Psychology**

In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

**PSY 475 ~** ..................................................................................... 3 credits

**Psychological Tests and Measurements**

This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.

**PSY 480 ~** ..................................................................................... 3 credits

**Elements of Clinical Psychology**

This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psycho-dynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

**PSY 490 ~** ..................................................................................... 3 credits

**Capstone Course in Psychology**

This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**QNT 273 ~** ..................................................................................... 3 credits

**Introduction to Business Statistics**

This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. Topics will include an introduction to probabilities and sampling.

**QNT 351 ~** ..................................................................................... 3 credits

**Quantitative Analysis for Business**

This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

**QNT 424.3 ~** ..................................................................................... 3 credits

**CIS Probability and Statistics**

This course provides a background in probability and statistical methods useful to the computer information system professional. Topics covered include: organization of data, averages and variations, elementary probability theory, probability distributions, sample sizes, linear regression and correlation.

**QNT 436.3 ~** ..................................................................................... 3 credits

**Statistics in Health Care**

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in nursing and health care research are also included.

**RDG 201CA ~** ..................................................................................... 3 credits

**Reading and Writing Concepts**

This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.

**RDG 350 ~** ..................................................................................... 3 credits

**Children's Literature**

This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and to assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

**RDG 350CA ~** ..................................................................................... 3 credits
ment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 410 ................................................................. 3 credits

**Elementary Reading/Language Arts Methods**

This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

RDG 410CA ......................................................... 3 credits

**E-portfoli0 Evaluation for RDG 410**

This course is designed to monitor the evaluation of the required e-portfolio assignment for RDG 410. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

RDG 410FE ......................................................... 0 credits

**Reading Field Experience**

Students will complete reading field experience activities.

RDG 411 ............................................................. 3 credits

**Children’s Literature**

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.

RDG 415 ............................................................. 3 credits

**Diagnosis and Remediation of Reading Difficulties**

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

RDG 418 ............................................................. 3 credits

**Phonological Theory and Reading Instruction**

This course focuses on scientifically based instruction in phonologi-
SCI 100. Paradigms of Health ................................................................. 3 credits

Paradigms of Health
This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.

SCI 151. Astronomy .................................................................................. 3 credits

Astronomy
This course is designed to introduce students to the science of astronomy, utilizing current concepts of the Earth, the solar system, and the universe. In addition, historical developments in astronomy from ancient mythology to modern science will be covered.

SCI 162. Principles of Health and Wellness ........................................ 3 credits

Principles of Health and Wellness
This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

SCI 163. Elements of Health and Wellness ........................................... 3 credits

Elements of Health and Wellness
This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

SCI 201. Survey of Alternative Medicine ............................................. 1 credit

Survey of Alternative Medicine
This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.

SCI 209. Oceanography ........................................................................... 3 credits

Oceanography
This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological, and geological aspects of the ocean processes.

SCI 220. Human Nutrition ......................................................................... 3 credits

Human Nutrition
This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students’ lives is emphasized.

SCI 230. Introduction to Life Science .......................................................... 3 credits

Introduction to Life Science
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.

SCI 241. Nutrition ...................................................................................... 3 credits

Nutrition
This course 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.

SCI 245. Geology ...................................................................................... 3 credits

Geology
This course gives an overview of physical geology by introducing concepts such as plate tectonics and geologic time. Students gain familiarity with the processes that shape the earth’s surface and recognize the relevance of studying geology. Topics include the rock cycle, weathering, formation of geological features, and preservation of geological resources.

SCI 256. People, Science and the Environment ......................................... 3 credits

People, Science and the Environment
This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution are interrelated. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

SCI 275. Environmental Science ............................................................. 3 credits

Environmental Science
This course focuses on the causes, impacts, and solutions to environmental issues. Students identify global environmental issues, as well as develop and critique environmental action plans. Topics include ecosystems, energy, populations, resources, pollution, and sustainability.

SCI 362. Environmental Issues and Ethics ............................................... 3 credits

Environmental Issues and Ethics
This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.

SEC 310. Introduction to Organizational Security and Management .......... 3 credits

Introduction to Organizational Security and Management
This course is an overview of the principles of security management and the consequences of failure to adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, e.g., technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various
security operation specializations and programs such as Corporate, Academic, Transportation, Government, and others.

SEC 320 ~ ..................................................................................... 3 credits
Survey of Security Specializations
This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 330 ~ ..................................................................................... 3 credits
Industrial Safety
This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to and investigation of work related accidents.
SEC 340 ~ ..................................................................................... 3 credits
Criminology and the Criminal Justice System
This course identifies various types of criminal activity and provides the student with an understanding of the causes of criminal behavior and the societal response to crime. It also identifies and discusses the various elements of the American criminal justice system.
SEC 350 ~ ..................................................................................... 3 credits
Legal and Regulatory Issues in Security Management
This course examines legal, regulatory, ethical and policy issues that influence the work performance of security personnel and it also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 360 ~ ..................................................................................... 3 credits
Interpersonal Communications
This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation as well as techniques for interviewing and understanding verbal and non-verbal communication.
SEC 370 ~ ..................................................................................... 3 credits
The Administration Process
This course provides the student with an understanding of the various elements of a program budget, the process of budget development, justification and presentation and principles of contract preparation.
SEC 390 ~ ..................................................................................... 3 credits
Organizational Behavior and Management
This course encompasses the study of individual and group behavior in organizational settings. Management methods for organizational processes and change are presented along with leadership applications.
SEC 400 ~ ..................................................................................... 3 credits
Threat and Vulnerability Management
This course prepares students to conduct comprehensive threat assessments with respect to physical facilities, personnel, equipment or operating systems and enables students to evaluate and manage vulnerabilities in terms of potential threats.
SEC 410 ~ ..................................................................................... 3 credits
Physical Security
This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property and data housed in physical facilities.
SEC 420 ~ ..................................................................................... 3 credits
Personal Security
This course provides the student with an understanding of the procedures, techniques and technology associated with the protection of executives, employees, customers and the general public from intentional harm, accidents and naturally occurring emergencies.
SEC 430 ~ ..................................................................................... 3 credits
Principles of Investigation
Investigation of criminal activity, employment applicant backgrounds and internal organizational issues are examined as potential factors in the security manager’s responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 440 ~ ..................................................................................... 3 credits
Security of Information Systems and Technology
This course provides the student with an understanding of the security issues associated with computer systems. The course also identifies security measures that are intended to protect the software, hardware and data associated with computer systems.
SEC 450 ~ ..................................................................................... 3 credits
Global Security Issues
This course evaluates world interests and the changing dimensions of security. It helps the student understand the dynamic nature of global factors that significantly influence security strategies.
SEC 460 ~ ..................................................................................... 3 credits
Terrorism
This course helps the student understand of the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 470 ~ ..................................................................................... 3 credits
Homeland Security and Interagency Response
This course examines the U.S. Patriot Act, the establishment and mission of the Department of Homeland Security and the role of local, state and private agencies in homeland security.
SEC 480 ~ ..................................................................................... 3 credits
Capstone Course
This is the capstone course for Organizational Security and Management undergraduate students. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner. Students will evaluate and demonstrate their professional growth.
SEC 493 ~ ..................................................................................... 3 credits
Survey of Security
This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and
Introduction to Sociology

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 allows 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 shaped by historical forces and to see how historical events may be shaped by personal choices.

SOC 105 ................................................................. 3 credits

Introduction to Popular American Culture

This is an introductory course on modern American culture. The course focuses on the interactions between social forces such as advertising, media, and lifestyle and cultural trends in modern American society. Students are asked to cast a critical eye on current trends and changes in our culture.

SOC 110 ................................................................. 3 credits

Teamwork, Collaboration, and Conflict Resolution

This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.

SOC 120 ................................................................. 3 credits

Introduction to Sociology

This course is a foundation for studies of sociology. In this course, students gain an understanding of the sociological perspective, theories, and research methods. Students also explore culture, race, ethnicity, socialization, social interaction, deviance, social control, groups, organizations, social and gender stratification, population, and social change.

SOC 262 ................................................................. 3 credits

Contemporary American Society

Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOC 315 ................................................................. 3 credits

Cultural Diversity

This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Workplace issues related to employee diversity in terms of gender, race or ethnicity, socioeconomic class, and cultural background are emphasized. Social Science.

SOC 333 ................................................................. 3 credits

Genders in Society

The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.

SOC 335 ................................................................. 3 credits

The Peoples and Cultures of Asia

This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337 ................................................................. 3 credits

Contemporary Latin American Society

This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.

SOC 338 ................................................................. 3 credits

The African American Experience

This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.

SPAN 110 ................................................................. 3 credits

Conversational Spanish I

SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPE 300 ................................................................. 3 credits

Orientation to the Exceptional Learner

This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 300CA ............................................................................... 3 credits
Orientation to the Exceptional Child
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.

SPE 300E ............................................................................... 0 credits
E-portfolio Evaluation for SPE 300
This course is designed to monitor the evaluation of the required e-portfolio assignment for SPE 300. The submitted artifact will be evaluated against related program standards to measure the student’s demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

SPE 300FE ............................................................................... 1 credit
Special Education Field Experience
Students will complete special education field experience activities.

SPM 200 ............................................................................... 3 credits
Introduction to Sport Management - Work at Play
This course introduces the student to the principles, practices, and myriad of possibilities within the sport industry. Perspectives from consumer to participant, recreational to professional, lifestyle to support sector, local to international are integrated in the course. Through interactive learning activities, case studies, and professional profiles, the student is engaged in exploring and analyzing the dynamics of sport management.

SPM 210 ............................................................................... 3 credits
Socio-Cultural Elements of Sport - Playing Well With Others
Although sport is traditionally viewed as a product of social interaction, this course discusses sport as a profile and instrument of human development. The course examines historical, psychological, sociologic, and economic aspects of sport, from local to international levels. It covers various topics including cultural, ethnic, gender, physical, and political dimensions and influences.

SPM 220 ............................................................................... 3 credits
Sport Ethics – Good Sports Do Finish First, and Last
Winning, losing, and particularly playing the game well, are all elements of ethics in sport. In this course, students are given opportunities to identify, examine, and present decisions on ethics issues related to sport and sport management. Theories of ethics, concepts of morality, codes of conduct, as well as personal philosophies in regard to social responsibility are some of the topics included in this course.

SPM 230 ............................................................................... 3 credits
Management and Leadership in Sport - It’s Lifelong Coaching
This course introduces the student to the functions of management and leadership, as well as their application in sport settings. Managerial and leadership theories, skills, and behaviors are concepts discussed throughout the course.

SPM 240 ............................................................................... 3 credits
Communication in Sport – Talking a Great Game
In this course the student is presented with a broad range of skills development in the area of communication, as it pertains to sports and the sport industry. Topics such as interpersonal, small group, mass, and electronic communications, as well as media relations, interaction with the public, and broadcasting are addressed in this course.

STAT 167 ............................................................................... 3 credits
Statistics for Life Sciences
This course will examine the concepts of statistics leading to the application of these concepts to the life sciences. Topics will include populations and samples, random sampling, probabilities, distributions, and confidence intervals.

TEC 401 ............................................................................... 3 credits
Human Factors in Technology
This course provides an understanding of the effective integration of technology to improve organizational performance. Students will learn how to evaluate strategies for utilizing technology to support personal and organizational growth. Additionally, students will examine the increasing influence of e-commerce on the role of managers in the workforce. Impacts of the effective integration of technology upon customer relationships are also explored.

TPA 001 ............................................................................... 1 credit
Subject Specific Pedagogy
This course addresses California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

TPA 002 ............................................................................... 1 credit
Designing Instruction
This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting 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.

UNIV 100 ................................................................. 0 credits

University of Phoenix New Student Orientation

The purpose of this course is to provide an orientation that helps students to be successful in college. Students are guided through the University’s Online Learning System, explore techniques to be successful in college, and identify useful services and resources.

UNIV 101 ................................................................. 0 credits

University of Phoenix New Student Orientation

The purpose of this course is to provide an orientation that helps students to be successful in college. Students are guided through the University’s Online Learning System, explore techniques to be successful in college, and identify useful services and resources.

US 101 ................................................................. 3 credits

Introduction to University Studies

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

VCT 236 ................................................................. 3 credits

Introduction to Image Editing and Formatting

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.

VCT 300 ................................................................. 3 credits

Image Editing

This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 310 ................................................................. 3 credits

Web Design

This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320 ................................................................. 3 credits

Electronic Publishing

This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 ................................................................. 3 credits

Instructional Design

This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.

VCT 420 ................................................................. 3 credits

Multimedia Development

This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

WEB 236 ................................................................. 3 credits

Web Design I

Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio 8 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

WEB 237 ................................................................. 3 credits

Web Design II

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

WEB 238 ................................................................. 3 credits

Web Development

This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

WEB 240 ................................................................. 3 credits

Web Design Fundamentals

This course introduces development tools and techniques used to publish Web pages on the World Wide Web. Students use basic hypertext markup language, scripting and presentational technologies to create web sites without the aid of a software authoring application. Topics include XHTML, CSS, JavaScript, server hosting, site publication, site maintenance and Search Engine Optimization.

WEB 350 ................................................................. 3 credits

The Internet: Concepts and Application

This course is an introduction to business use of the Internet, including the history, facilities and services, browsers, search engines, architecture and intranets. Also included is an overview of development tools and security. The student will be able to use the World Wide Web to research business problems and understand the role of the Internet to support business operations such as marketing, data transfer and customer service.

WEB 404 ................................................................. 3 credits

Web Design & Development I

This course introduces World Wide Web programming. Hypertext
Markup Language (HTML) is covered in detail. An overview is also presented of XML, JavaScript, and Java.

**WEB 406 ~ ................................................................. 3 credits**

**Web Design & Development II**

This course continues the subject of WEB 410, Web Programming I. Topics include designing multimedia Web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of Web programming tools.

**WEB 407 ~ ................................................................. 3 credits**

**Advanced Web Development**

This course focuses on existing and emerging Web development technologies. Topics include specialized Web markup languages, server-side backend databases, server-side programming, web services, enterprise Web development and Web applications.

**WEB 431 ~ ................................................................. 3 credits**

**XML**

This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

**WEB 434 ~ ................................................................. 3 credits**

**Website Commercialization I**

This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

**WEB 435 ~ ................................................................. 3 credits**

**Website Commercialization II**

This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

**XACC 280 ~ ................................................................. 3 credits**

**Financial Accounting Concepts and Principles**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial statements. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

**XBIS 219 ~ ................................................................. 3 credits**

**Business Information Systems**

This course provides an overview of Business Information Systems. This includes a broad foundation for both technical and non-technical business professionals. Special emphasis is placed on how information is used by different types of businesses across different industries.

**XBIS 220 ................................................................. 3 credits**

**Introduction to Computer Applications and Systems**

This course provides an overview of Business Information Systems. Students learn to apply Microsoft® Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

**XCOM 100 ................................................................. 3 credits**

**Introduction to Communication**

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

**XCOM 200 ................................................................. 3 credits**

**Foundations of Interpersonal Communication**

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

**XCOM 225 ................................................................. 3 credits**

**Foundations of Mass Communications**

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.

**XCOM 285 ................................................................. 3 credits**

**Essentials of Managerial Communication**

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.

**XECO 212 ................................................................. 3 credits**

**Principles of Economics**

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.

**XMGT 216 ................................................................. 3 credits**

**Organizational Ethics and Social Responsibility**

This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal, and social issues in managing individuals, groups, and the organization within a business environment.
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Courses are listed alpha numerically based on the academic discipline prefix. Each course description is followed by the number of credits the course carries.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please contact your local campus staff for course offerings and schedules.

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<thead>
<tr>
<th>Course Code</th>
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<td>ACC 529</td>
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<td>ACC 539</td>
<td>Managerial Accounting &amp; Legal Aspects of Business</td>
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**ACC 529 ~ Accounting Theory & Research**

This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include balance sheet, income statement, statement of cash flows, financial statement analysis, and internal analysis techniques.

**ACC 539 ~ Managerial Accounting & Legal Aspects of Business**

In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders’ equity, statement of cash flows, and error correction and accounting changes.

**ACC 541 ~ Accounting Theory & Research**

This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, and a program overview.

**ACC 542 ~ Accounting Information Systems**

In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

**ACC 543 ~ Managerial Accounting & Legal Aspects of Business**

In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

**ACC 544 ~ Internal Control Systems**

In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

**ACC 545 ~ Financial Reporting**

This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

**ACC 546 ~ Auditing**

In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

**ACC 547 ~ Taxation**

In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

**ACC 548 ~ Not-for-Profit & Government Accounting**

In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

**ACC 554 ~ Accounting Ethics**

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
ACC 573 ~ .................................................................................... 3 credits
Advanced Accounting
This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to accounting information systems with regard to organizational goals, relational databases, internal control processes, risks, and management reports.

ACC 561 ~ .................................................................................... 3 credits
Accounting
This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

ACC 561PR ~ .................................................................................... 3 credits

Advanced Accounting Information Systems
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 569 ~ .................................................................................... 3 credits
Advanced Cost Accounting
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 579 ~ .................................................................................... 3 credits
Advance Business Taxation
This course delves into the benefits of tax planning and introduces alternative tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, strategies for business growth and expansion, tax implications on business capital transactions, and property transactions.

ACC 583 ~ .................................................................................... 3 credits
Advanced Corporate Income Tax
This course delves into the benefits of tax planning and introduces tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, tax strategies for business growth and expansion, tax implications on business capital transactions, and taxation of property transfers.

ACC 589 ~ .................................................................................... 3 credits
Accounting Theory
This course focuses on the accounting conceptual framework, accounting concepts, standard setting, measurement and recognition issues, and characteristics of accounting information. Students in this course will develop research skills in accounting decision making using the FASB pronouncements.

ACC 595 ~ .................................................................................... 3 credits
MBA/ACC Capstone Course
This course is an exercise in practical, professional management decision-making and analysis and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with ethical and legal considerations. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the MBA/ACC curriculum and apply them toward the development of recommended solutions for specific managerial situations found within organizations in the business environment.

ACC 599 ~ .................................................................................... 3 credits
Auditing
This course will cover the standards, concepts, and principles related to auditing theory and practice. This course will provide students with the skills necessary for effective decisions regarding auditing, financial reporting, and ethics issues that face organizations.

ACC HC561 ................................................................................ 3 credits
Accounting in a Health Care Environment
This course presents the concepts of financial accounting important to the understanding of the financial 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.

ACC SB561 ................................................................. 3 credits
Small Business Accounting
This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information using software tools. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

ACC SB591 ................................................................. 3 credits
Small Business Risk and Tax Management
This course applies principles of controllership to managing small business risk and taxes. Students learn to evaluate financial risks and tax consequences of alternative elections. Other topics include business formation and registration, separation of owner from entity, internal controls, insurance, common tax issues affecting small business, and succession planning.
ADM 504 ................................................................. 3 credits

Public School Law
This course provides opportunities for students to 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 regarding their effect on the educational community.

ADM 541 ................................................................. 3 credits

School-Based Management
This course is designed to provide information and direction for the formal implementation of school-based management. The course describes the roles of stakeholders, including the district, governing board, and site councils. In addition, participants identify parameters on a district-wide basis to ensure quality and accountability. Participants explore school reform as it relates to school-based management and site councils.

ADM 592 ................................................................. 3 credits

Internship of the Supervisor
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.

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

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

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

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

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

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

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

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

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

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

AET 530 ................................................................. 2 credits

Technology for the Adult Learner
This course explores a variety of ways in which technology can support and facilitate instruction for adult learners including the use of Web resources and multimedia. It also addresses the facilitator’s role in researching, selecting, integrating, and managing technology in an adult learning and training environment. It focuses on technologies, software applications, and the evaluation of technology. Additionally, the course incorporates the importance of copyright and educational fair use.

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

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

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

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

AET 541 ................................................................. 3 credits

E-Learning
This course focuses on e-learning for adult learners. Students will apply instructional design techniques, learning theory, and technical tools to propose appropriate e-learning solutions to knowledge gaps and performance challenges.

AET 545 ................................................................. 3 credits

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

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

Overview of the Community College

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

Introduction to Graduate Study in Criminal Justice and Security

This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

Survey of Justice and Security

This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

Organizational Administration in Justice and Security

This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

Finance and Budgeting in Justice and Security

This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

Ethics in Justice and Security

This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

Criminological Theory

This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimology, and the prevention of victimization, is included.

Legal Issues in Justice and Security

This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

Organizational Risk and Incident Management

This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

Cyber Crimes and Information Systems Security

This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

Public Policy Issues

This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

Concepts of Physical and Personal Protection

This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

Forensic Science and Psychological Profiling

This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

Communication and Socialization in Autism Spectrum Disorders

This course explores the four common social skill deficits in Autism Spectrum Disorder: social cognition, social communication, social initiation, and social reciprocity. Participants discuss social skill assessment and social skill instructional tools and adaptations needed to promote the development of social skills.

Linguistics

Linguistics introduces K-12 educators to the study of the nature, structure, and acquisition of language. The first and second language acquisition process, the cultural implications of language and classroom instruction, and the integration of theory and practices are also illustrated. Particular emphasis is given to semantics, pragmatics, syntax, phonetics, and grammar are emphasized.
Transforming the Business II
This course examines multicultural education. Students become familiar with beliefs, customs, and traditions of diverse cultures enabling them to implement multicultural curriculum. Students learn to integrate multicultural curriculum using a variety of instructional strategies.
BLE-ED 501 ................................................................. 3 credits

Experiencing Multicultural Art
This course is designed as a foundational investigation into the relationship between multiculturalism and the arts. Through hands-on experiences, teachers will develop techniques for successfully addressing multiculturalism from an arts perspective. Opportunities are presented to allow participants to apply their acquired knowledge and skills.
BSA 500 ................................................................. 3 credits

Business Systems I
This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.
BUS 721 ................................................................. 3 credits

Issues in Optimizing Operations
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.
BUS 731 ................................................................. 3 credits

Transforming the Business I
This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be delivered in Transforming the Business II.
BUS 732 ................................................................. 3 credits

Transforming the Business II
This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be a continuation of Transforming the Business I.
CAP GM591 .......................................................... 3 credits

Cases in Cross-Border Management
This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.
CCMH 504 .......................................................... 3 credits

Individual and Family Development Across the Life Span
This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.

Personality Theories and Counseling Models
This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 506 .......................................................... 3 credits

Multi-Cultural Issues in Mental Health Counseling
This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 510 .......................................................... 3 credits

Legal, Ethical, and Professional Issues in Counseling
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.
CCMH 515 .......................................................... 3 credits

Biological Basis of Behavior/Physiological Issues
This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuroanatomy, 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.
CCMH 520 .......................................................... 3 credits

Research Methods for Mental Health Counselors
This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 525 .......................................................... 3 credits
CCMH 535 ~ ................................................................................ 3 credits
Psychometrics
This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 540 ~ ................................................................................ 3 credits
Career and Vocational Counseling
This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.

CCMH 544 ~ ................................................................................ 3 credits
Introduction to Clinical Assessment
This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders, 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.

CCMH 548 ~ ............................................................................ 3 credits
Psychopathology: Advanced Clinical Assessment
Students build on the skills gained in CCMH 544 (Introduction to Clinical Assessment), focusing on the more complex or problematic disorders with particular focus on personality disorders. Students enhance their skills by using the DSM™ for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.

CCMH 551 ~ ................................................................................ 3 credits
Individual Counseling
This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.

CCMH 561 ~ ................................................................................ 3 credits
Dependency and Addictions
This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CCMH 565 ~ ................................................................................ 3 credits
Family, Couple, and Child Counseling
This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students 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.

CCMH 568 ~ ................................................................................ 3 credits
Group Counseling
This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.

CCMH 578 ~ ................................................................................ 3 credits
Seminar Clinical Mental Health
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.

CCMH 581 ~ ................................................................................ 3 credits
Supervision/Management in Clinical Mental Health Counseling
This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 592 ~ ................................................................................ 3 credits
Practicum in Clinical Mental Health Counseling
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.

CCMH 592O ~ ............................................................................ 0 credit
Orientation To Practicum in Clinical Mental Health Counseling
This course is an orientation to the practicum and internship.

CCMH 597A ~ ................................................................................ 3 credits
Internship A
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 CNSL A, B, and C (except for Utah) require students to complete 200 hours for each course, while those campuses that offer only CNSL 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.

CCMH 597 B ~ ............................................................................. 3 credits

**Internship B**

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 CNSL A, B, and C (except for Utah) require students to complete 200 hours for each course, while those campuses that offer only CNSL 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.

CCMH 597 C ~ ............................................................................. 3 credits

**Internship C**

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 CNSL A, B, and C (except for Utah) require students to complete 200 hours for each course, while those campuses that offer only CNSL 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.

CED 514 ...................................................................................... 3 credits

**Elementary Methods of Teaching Technology**

This course analyzes and assimilates procedures for integrating technology into elementary education curricula for student learning. Evaluation and enhancement of student learning methods are distinguished. Discussion on educational technology leadership is also evaluated.

CED 515 ...................................................................................... 3 credits

**Secondary Methods of Teaching Technology**

This course focuses on technology as an instructional tool and an educational tool combined with the process of integrating technology into curricula at the secondary level. A primary emphasis is evaluating and selecting the most effective form of technology to enhance student learning. In addition, students will analyze lesson plans that incorporate technology.

CED 540 ...................................................................................... 3 credits

**Presentation Pizzazz**

This course prepares educators to create effective presentations using Microsoft® PowerPoint®. Educators will learn to incorporate Microsoft® PowerPoint® into instructional strategies to enhance their student’s learning. The course emphasizes the integration of features such as animation, speaker notes, multimedia, charts, and the Internet.

CED 550 ...................................................................................... 3 credits

**Technology Integration in P-12 Curriculum**

This course prepares teachers to use technologies and software applications for effective P-12 student learning. The primary focus is to incorporate technology-based instructional strategies into student-centered activities.

CJS 564 ...................................................................................... 3 credits

**Information Management in Business**

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. In addition, for each of these areas a management perspective is given for each of the areas.

CJS 568 ...................................................................................... 3 credits

**Information Systems Concepts**

This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CJS 570 ...................................................................................... 3 credits

**Information Management in Business**

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. In addition, a management perspective is given for each of the areas. In the course, the technological element of change will be addressed. Students will begin to develop a master’s project, which will be presented in the final specialization course.

CJA 500 ...................................................................................... 3 credits

**Survey of Justice and Security**

This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

CJA 510 ...................................................................................... 3 credits

**Organizational Administration and Behavior**

This course explores the various elements of organizational administration, behavior and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

CJA 520 ...................................................................................... 3 credits

**Management of Institutional Risk**

This course takes an in depth look at managing risk within the context of justice and security organizations. Topics focus on both the operational and legal aspects of risk management and include an
examination of insurance against risk, legal liability, and risk related to policies, regulations, and case law.

CJA 530 ~ ..................................................................................... 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

CJA 540 ~ ..................................................................................... 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

CJA 550 ~ ..................................................................................... 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, and safety and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

CJA 560 ~ ..................................................................................... 3 credits
Critical Incident Management
This course provides an overview of the critical incident management process, covering a variety of events that impact justice and security organizations. This course will discuss planning, prevention, response and post-incident management, as well as inter-agency coordination.

CJA 570 ~ ..................................................................................... 3 credits
Cyber Crime and Information Systems Security
This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the hardware, software, and data associated with information systems.

CJA 580 ~ ..................................................................................... 3 credits
Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

CJA 585 ~ ..................................................................................... 3 credits
Concepts of Physical and Personal Protection
This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

CJA 590 ~ ..................................................................................... 3 credits
Forensic Science and Psychological Profiling
This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling and the application of scientific methodologies to the investigative process.

CJA 595 ~ ..................................................................................... 3 credits
Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

CMGT 530 ................................................................................... 3 credits
IT Organizational Behavior
This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethics. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

CMGT 554 ~ ..................................................................................... 3 credits
IT Infrastructure
This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.

CMGT 555 ~ ..................................................................................... 3 credits
System Analysis & Development
This course provides a solid background in analysis and design techniques for business system and application software development. Although System Development Life Cycle (SDLC) is fundamental to the course, other methodologies and tools are examined from a managerial perspective.

CMGT 556 ~ ..................................................................................... 3 credits
Enterprise Models
This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.

CMGT 557 ~ ..................................................................................... 3 credits
Emerging Technologies & Issues
The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.

CMGT 558 ~ ..................................................................................... 3 credits
CIS Strategic Planning
This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need for and responsibilities of an Information Technology Steering Committee, the relationship of information systems planning to the overall organizational mission, goals and assessment of the organization’s current state, determination of information technology, project and management requirements, and the means of prioritizing and selecting information technology projects.

CMGT 559 ~ ..................................................................................... 3 credits
CIS Risk Management
This course addresses the considerations to provide for the protection of information assets and the management of risk exposures to those assets. The need to identify and reduce the risks to information assets will be examined. Course topics include: the need for control and protection of organizational data, the need for reliability in information systems (fault tolerance considerations), the identification of potential impacts present in the risks to information assets, the development of contingency plans and the role fulfilled by the implementation of security measures.

CMGT 560 ................................................................................... 3 credits
Security & Ethics
The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.
CMGT 583 ~ ................................................................................ 3 credits

IS Integration
This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.

CMHC 546 ~ ................................................................................ 3 credits

Psychopharmacology
This course examines the history, biochemistry, main and side effects of prescription psychotropic medication. The goal of the course is to learn to work with clients who are taking psychotropic medication and monitor them for side effects and contradictions. Ethics and methods of working with medical personnel are included.

CMHC 551 ~ ................................................................................ 3 credits

Human Sexuality and Sex Therapy
The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations. Learning activities include discussion, reading, out of class visits to learning environments, reflecting on personal experience, and demonstrating understanding of course material.

CMHC 561 ................................................................................. 3 credits

Dependency and Addictions
This course addresses substance abuse-dependency concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CMHC 571 ~ ................................................................................ 3 credits

Seminar in Mental Health Counseling
This course integrates mental health foundations and contextual dimensions to provide students with the knowledge and skills necessary to practice mental health counseling. Emphasis is placed on programming and administration of mental health counseling in the public and private sectors.

CMHC 581 ................................................................................ 3 credits

Family, Couple, and Child Counseling
This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students 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.

CMHC 597 A/B/C ~ ........................................... 3 credits each, 9 total

Internship
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.

CMP 521 ......................................................................................... 3 credits

Using Computers in Education
This course examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

CMP 540 ~ ......................................................................................... 3 credits

Integrating Educational Technology in the Classroom
This course focuses upon the selection and use of various technologies and software applications appropriate for K-12 curriculum. Topics to be explored include the construction of units, classroom management issues, and student assessment criteria to assist teachers in the process of effectively integrating technology into subject matter curricula.

CMP 555 ......................................................................................... 3 credits

Designing and Producing Educational Technology
This is a comprehensive course that considers the process used to design educational technology products. Careful analysis will be made of the various elements of design in educational technology including opportunities to evaluate actual developed products. Students will create media-based instructional materials and deliverables for targeted classroom learners.

CMP 560 ~ ......................................................................................... 3 credits

Instructional Multimedia Authoring
This course gives students the opportunity to design and create Web pages. It provides students with first-hand experience in the methodologies of multimedia presentation development related to the educational setting. The course also provides students an opportunity to analyze and use a variety of techniques and methods to develop effective and relevant multimedia learning activities.

CNSL 502 ......................................................................................... 0 credits

Graduate Portfolio I
Portfolio I is an admission readiness assessment which samples and evaluates the student’s cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-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.

CNSL 504 ......................................................................................... 3 credits

Lifespan and Family Development
This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.

CNSL 506 ......................................................................................... 3 credits

Personality Theories and Counseling Models
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 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.

CNSL 516 ~ ................................................................. 3 credits

**Legal and Ethical Issues in Counseling**

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.

CNSL 526 ~ ................................................................. 3 credits

**Introduction to Clinical Assessment and Diagnosis**

This course introduces students to models and tools for 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, performing mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR®), 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.

CNSL 539 ~ ................................................................. 3 credits

**Psychopathology: Advanced Clinical Assessment**

Students build on the skills gained in CNSL/526 (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-IV-TR for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome based assessments; the development of critical thinking skills; and on multicultural, legal, and ethical issues.

CNSL 547 ~ ................................................................. 3 credits

**Individual Counseling**

This course provides students with intensive skill building in individual counseling. The relationship between theory, strategy and intervention, setting goals with clients, closure, and referral are included as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.

CNSL 556 ~ ................................................................. 0 credits

**Portfolio II**

Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoints. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

CNSL 557 ~ ................................................................. 3 credits

**Social and Multicultural Foundations**

This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CNSL 561 ~ ................................................................. 3 credits

**Group Counseling**

This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.

CNSL 562 ~ ................................................................. 3 credits

**Career and Vocational Counseling**

This course 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.

CNSL 563 ~ ................................................................. 3 credits

**Counseling Psychometrics**

The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.

CNSL 573 ~ ................................................................. 3 credits

**Critical Analysis in Research**

This course is an overview of the fundamentals of research and program evaluation for counseling, family therapy, and school counseling. Topics include research methods, statistical analysis, and needs assessment. Students become critical evaluators of research, with emphasis placed on engaging the students in research literature.

CNSL 581 ~ ................................................................. 3 credits

**Management, Supervision, and Consultation in Counseling**

This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CNSL 588 ~ ................................................................. 3 credits

**Seminar in Community Counseling**

This course explores the foundations of community counseling, the context within which community counseling takes place, and the knowledge and skills required of those who practice community counseling. Study of the history and development of the mental health movement includes definitions of the professional identity of community counselors, investigation of professional organizations and standards of practice, and exploration of community demographics. Students contextualize their learning by gaining familiarity with practice settings, community needs, principles of community intervention, characteristics of human services programs, and the
relationship of community counselors to other professionals. Knowledge and skills gained include assessment of needs, multidisciplinary and comprehensive treatment planning, effective use of community resources, and strategies for client advocacy.

**CNSL 592 ~ .................................................................................. 3 credits**

**CNSL 597A ~............................................................................... 3 credits**

**CNSL 597B ~ ............................................................................... 3 credits**

**Managerial Communication**

This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.

**CNSL 597A ~ .................................................................................. 3 credits**

**Internship A**

Counseling Internship A 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 CNSL A, B, and C (Except for Utah) require students to complete 200 hours for each course, while those campuses that offer only CNSL 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.

**CNSL 597B ~ .................................................................................. 3 credits**

**Internship B**

Counseling Internship B 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 CNSL A, B, and C (Except for Utah) require students to complete 200 hours for each course, while those campuses that offer only CNSL 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.

**COM 505 ...................................................................................... 3 credits**

**Communication Skills for Graduate Study**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

**COM 525 ...................................................................................... 3 credits**

**Managerial Communication and Ethics**

This course provides new graduate students with strategies for academic success within the University of Phoenix adult learning model. Topics include University of Phoenix graduate school tools and competencies, communication skills, societal values and ethical foundations, research and information utilization, personal values and ethical foundations, collaboration, critical thinking, and communication and presentation skills.

**COM 526 ...................................................................................... 3 credits**

**Managerial Communication**

This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethics. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

**COM 530 ...................................................................................... 3 credits**

**Communications for Accountants**

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

**COM 537 ~ .................................................................................. 3 credits**

**Organizational Communications**

This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.

**COM 701 ~ .................................................................................. 3 credits**

**Diversity and Communication**

This course explores how the language of leadership can serve to include rather than exclude people. The major content areas of this course will be on not singling people out for race, age, disability, sexual orientation, and on being consistent in their treatment of people within a group. Upon completion of this course, learners will be able to investigate and analyze various aspects of their language for any ways that stereotypes are perpetuated or some groups of people are given less value.

**COM 705 ...................................................................................... 1 credit**

**Communication Strategies**

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presenta-
tion techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

COM PA530 ....................................................................................... 3 credits

Communications for Public Administrators

This course prepares students to communicate with multiple stakeholders and public media. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.

COM TM 541 ~ .................................................................................... 3 credits

Communications for Managers of Technology

This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

CSS 561 ~ ..................................................................................... 3 credits

Programming Concepts

This course covers the basic concepts of computer programming. Topics include program structure and syntax, documentation, input/output, constants and variables, calculations, logic structures, control structures, arrays, file access, and design considerations. The purpose of this course is to insure that managers have experience with computer programming in order to make more informed “build vs. buy” software decisions.

CUR 506 ....................................................................................... 3 credits

Theories and Best Practices of Curriculum and Instruction

This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in 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.

CUR 507 ....................................................................................... 3 credits

Social, Political, and Cultural Contexts of Schools

This course explores the historical, political, social, and cultural constraints of contemporary education. The course includes an investigation of how social, political, and cultural contexts have contributed to the current state of national, state, and local educational settings. Additionally, the course examines how policies influence school decision making and teacher practice. Candidates apply an inquiry-based process to identify individual, social, and cultural contexts in education; explore contemporary issues in diversity and equity in education; and demonstrate an understanding of education in a global community in order to evaluate and determine their individual role in taking action in their local setting.

CUR 510 ....................................................................................... 3 credits

Teachers as Leaders

In this course, teachers define, clarify, and reflect on their role as a leader. They explore leadership processes that utilize collaboration, coaching, mentoring, and inclusion. Additionally, they examine broad educational issues, as well as school-based issues and determine possibilities for initiating, sustaining, and building upon systemic change.

CUR 524 ~ ....................................................................................... 3 credits

Instructional Design

This course is designed to introduce students to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products.

CUR 558 ~ ....................................................................................... 3 credits

Foundations of Curriculum and Instruction

This course focuses on understanding what curriculum is and how it is developed in schools. Curriculum planning is examined, as is the philosophy in this process. Procedures involved in curriculum development, planning, and implementation are addressed; practical application is emphasized.

CUR 562 ....................................................................................... 3 credits

Standards-Based Curriculum and Instruction

This course focuses on the development of strategies for linking standards-based education to classroom curriculum. This course will explore the historical foundations of the standards movement as well as current research on standards as a basis for understanding standards-based instruction. Students will learn to create effective standards-based performance assessment tasks for their classrooms.

CUR 578 ~ ....................................................................................... 3 credits

Evaluation and Assessment of Curriculum

This course is designed to provide students with the evaluation techniques necessary to analyze curriculum, educational resources, and instructional strategies. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

CUR 711 ....................................................................................... 3 credits

Developmental and Learning Theories

Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.

CUR 712 ....................................................................................... 3 credits

Curriculum Theory

This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorist and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721 ....................................................................................... 3 credits

Curriculum Design

In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722 ~ 3 credits
Instructional Models
This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.

CUR 723 ~ 3 credits
Assessment of Student Learning
This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.

DHA 712 ~ 3 credits
Risk Management in Complex Organizations
Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

CUR 731 ~ 3 credits
Supervision of Curriculum and Instruction
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732 ~ 3 credits
Program Evaluation
This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.

DBM 500 ~ 3 credits
Database Concepts
This course will provide the fundamental knowledge students need to: recognize the information needs of a business and translate those needs to efficient and flexible file and database solutions; use file and database solutions to model and effectively support business processes; evaluate the construct, utility and possible business applications of: data warehousing, data marts, and data mining; analyze and obtain effective business solutions for data management; and identify business needs, which may be solved with client/server solutions.

DBM 502 ~ 3 credits
Database Management
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.

DHA 713 ~ 3 credits
Managing Resources in Health Organizations
Understanding the complexity of managing the vast resources needed to deliver quality health care is essential. Although human resources comprise the majority of needed assets, other resources include facilities and industry suppliers. This course will examine how these resources are interwoven and need to be successfully managed. The course is a combination of theoretical and practical approaches for resource management.

DHA 721 ~ 3 credits
Health Care Marketing
Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 722 ~ 3 credits
Policy and Regulation in Health Care
Contemporary administration requires a thorough understanding of the federal policy and regulatory development process. Students analyze the history of health financing legislation, as well as regulatory implications of both the Medicare and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.

DHA 723 ~ 3 credits
Executive Information Systems
This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University’s information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology.

DHA 724 ~ 3 credits
Globalization of Health Care
This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy devel-
This course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into 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. This course will incorporate learners from various doctoral programs/disciplines.

DOC 722 ~ ................................................................. 3 credits

**Doctoral Seminar II**

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 730R ~ ................................................................. 3 credits

**Collaborative Case Study**

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ~ ................................................................. 2 credits

**Doctoral Seminar III**

This 3-day residency course is designed to facilitate the process 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.

DOC 733 ~ ................................................................. 3 credits

**Doctoral Dissertation**

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 733A ~ ................................................................. 3 credits

**Doctoral Dissertation**

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.
course learner/mentor agreement serves as the catalyst for completing any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved. 

**Doctoral Project IV**

This is the final course in the program’s sequence in which the learner, with the guidance of their dissertation chair, completes the dissertation proposal for ARB/IRB approval. ARB/IRB approval received to progress to DOC 737.

**Research Proposal**

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 an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737.

**Dissertation I**

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.

**Dissertation II**

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.

**Dissertation III**

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 ARB/IRB approval. ARB/IRB approval must be received to progress to DOC 737.

**Dissertation IV**

Learners in this mentor-guided course will complete and submit the dissertation for final ARB/IRB approval. ARB/IRB approval received to progress to DOC 737. The dissertation is submitted for ARB/IRB approval to complete. ARB/IRB approval received to progress to DOC 737.

**Dissertation V**

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 an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737.

**Dissertation VI**

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.

**Dissertation VII**

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 ARB/IRB approval. ARB/IRB approval must be received to progress to DOC 737.

**Dissertation VIII**

Learners in this mentor-guided course will complete and submit the dissertation for final ARB/IRB approval. ARB/IRB approval received to progress to DOC 737. The dissertation is submitted for ARB/IRB approval to complete. ARB/IRB approval received to progress to DOC 737.

**Annual Renewal Residency**

This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC 728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

**e-Business Principles and Practices**

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management; how to leverage technology to enhance business processes; the unique characteristics of e-marketing; and how the legal, ethical, and regulatory environments affect a firm for conducting e-business.

**e-Marketing Theory and Application**

This course examines the theory and application of electronic marketing. In addition to looking at the new marketing mix, which applies the Internet to the traditional marketing functions of product, price, distribution, and promotion, students will gain experience in Web site strategy and e-Business market planning.

**Introduction to Early Childhood Education**

This course provides a background of early childhood education, including the development of care and educational arrangements for young children. Public policy development, program models, and theories of early childhood education are introduced. Emphasis is placed on professional standards and current issues in the field.

**Introduction to Early Childhood Education**

This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and policy trends. The course examines the significance of...
developmentally effective learning experiences throughout early childhood programs.

ECH 512 ................................................................................. 3 credits

Growth and Development in Early Childhood

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children. It discusses both typical and atypical development of children from birth through age eight. The course focuses on understanding and using developmentally effective practices to teach and to integrate music, creative movement, dance, drama, and art in early childhood education. Curricular content, modifications, development of hands-on learning experiences, and integration of content area standards are emphasized. A foundation in effective teaching and assessment methodologies in the early childhood setting is provided.

ECH 521 ..................................................................................... 3 credits

Methods of Teaching in Early Childhood: Physical Education

This course provides a solid foundation in program content and methodology for the teaching of physical education, including movement and health, for children birth through age eight. It focuses on understanding and using developmentally effective practices in teaching and integrating movement, physical activity, and physical education in early childhood settings. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored.

ECH 527 ..................................................................................... 2 credits

Methods of Teaching in Early Childhood: Language and Literacy

This course focuses on children’s language and literacy development from birth to age eight. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

ECH 533 ..................................................................................... 4 credits

Methods of Teaching in Early Childhood: Mathematics and Science

This course focuses on understanding and using developmentally effective practices to teach and to integrate mathematics and science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, modifications, development of hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 531 ..................................................................................... 3 credits

Methods of Teaching in Early Childhood: Social Studies

This course provides a solid foundation in program content and methodology for the teaching of social studies, science, and mathematics to young children, including children with special needs.
Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided, including classroom management.

ECH 534 ~ ........................................................................................................ 2 credits
Methods of Teaching in Early Childhood: Social Studies
This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age eight). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 537 ........................................................................................................ 3 credits
Foundations of Early Childhood Curriculum
This course provides a framework for organizing teaching and curriculum in early childhood education. It examines the purpose, function, and impact of curricular models in early childhood education. In addition, the course examines the educational objectives, content and structure, and assessment procedure for creating learning environments. The course also analyzes the role of the teacher in relation to curriculum development and implementation for early childhood education. The course ends with the development of a segment of a curriculum model.

ECH 542 ........................................................................................................ 3 credits
Early Childhood Play Theories
This course is designed to increase the understanding of children’s play and how it may be used effectively in early childhood academic programs. Theories of children’s play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children.

ECH 546 ~ ........................................................................................................ 4 credits
Early Childhood Student Teaching, Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 547 ........................................................................................................ 3 credits
Early Childhood Assessment
This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored.

ECH 548 ~ ........................................................................................................ 3 credits
Early Childhood Assessment Strategies
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.
ECH 556 ~ ........................................................................................................ 3 credits
Early Childhood Student Teaching, Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on early childhood student teaching classroom experiences.

ECH 555 ........................................................................................................ 3 credits
Foundations of School Counseling, Part I
This course introduces prospective school counselors to the history, services, roles, and expectations of counselors in elementary and secondary schools in America. Important trends that will continue to influence school counseling programs will be examined. Professional school counseling programs will be examined. Professional school counseling organizations will also be explored.

ECH 552 ~ ........................................................................................................ 3 credits
Foundations of School Counseling, Part II
This course will examine key components of comprehensive school counseling programs, including guidance curriculum, educational and career planning, responsive services, and system support. Professional development will also be considered.

ECH 530 ........................................................................................................ 3 credits
Student Assessment and Evaluation in School Counseling
This course is designed to provide the guidance counselor with a foundation of knowledge in psychometric principles necessary to gain an understanding of instruments and other methods of assessment to make educational counseling decisions. Historical, ethical, and legal issues of assessment are examined and common testing instruments are reviewed. Administration, scoring, and interpretation of standardized test are described and psychometric principles necessary for development, interpretation, and selection of standardized instruments are presented. The purposes of assessment are considered for placement, planning, and accountability in the educational counseling setting.

ECH 545 ........................................................................................................ 3 credits
Student Career Counseling
This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in school, including the development of individual career life plans for students and adults in transition. The course fosters appropriate use of career counseling tools such as computer–based guidance systems, labor market information, and assessment. It provides a historical perspective of current Tech Prep and School-to-Work K-12 programs. Issues related to career counseling for individuals from special populations are also addressed.

ECH 550 ........................................................................................................ 3 credits
Critical Issues in Educational Counseling
This course is designed to allow students to explore current issues that face school counselors and school counseling programs today. A variety of issues will be studied along with the role of the school counselor in responding to critical, and possibly, crisis situations.
ECN 552 ~ .......................................................... 3 credits
Administration of School Counseling Programs
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.
ECO 533 ~ .......................................................... 3 credits
Economics for Managerial Decision Making
This course develops principles and tools in economics for managers to use in making decisions. Topics draw from both microeconomics and macroeconomics and include pricing for profit maximization, understanding and moving among market structures, management of business in expansions and recessions, and monetary policy. The focus is on the application of economics in operating and planning problems using information generally available to the manager.
ECO 561 ~ .......................................................... 3 credits
Economics
This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.
ECO 561PR ~ ..................................................... 3 credits
Public Finance
This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics at the state and local level, include microeconomics in the public sector, basic macroeconomic variables, monetary policy, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and tax efficiency, equity, and incidence.
ECO EM561 ~ ..................................................... 3 credits
Energy Economics
This course applies economic concepts to make management decisions in the energy sector. Students apply concepts of supply and demand to create an economic model of a sub sector of the energy industry. Other topics include scarce resources, opportunity costs, profit maximization, market structure, macroeconomic measurement, money, trade, foreign exchange, regulatory issues, and economic analysis.
ECO GM561 ~ ..................................................... 3 credits
International Economics
This course applies economic concepts to make international management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis in the international environment. Other topics include supply and demand, comparative advantage, profit maximization, market structure, macroeconomic measurement, money, trade, exchange rates, and balance of payments.
ECO HC561 ...................................................... 3 credits
Economics in Health Care
This course applies economic concepts to make health care management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include demand management, concepts of efficiency, production and distribution of health care services, regulation and reimbursement, incentives in health care, macroeconomic policy (including money), and international health markets.
ECOB 561 ~ ...................................................... 3 credits
Leadership and Collaborative Processes
This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
EDA 500 .......................................................... 0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, e-portfolios, benchmark assignments, and the administrative internship will be discussed.
EDA 500CA ..................................................... 0 credits
Leadership and Collaborative Processes
This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
EDA 518 ......................................................... 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
EDA 524CA ................................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment
This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

EDA 528 ...................................................................................... 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

EDA 532 ~ .................................................................................... 3 credits

Human Relations and Organizational Behavior in Education
This course examines human relations and organizational behavior concepts, strategies, and theories from the public, business, and educational sectors and applies them to the educational realm. The key processes of conflict resolution and organizational change are explored, along with how they influence educational organizations in the areas of leadership, communication, decision making, problem solving, diversity issues and educational change.

EDA 535 .......................................................... 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

EDA 535CA ................................................................................ 3 credits

Business and Facilities Management
In this course, candidates study the processes for managing business functions and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

EDA 538 ~ .................................................................................... 3 credits

Education Finance and Budgeting
This course examines the concepts and theories that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. The practical application of these concepts and theories will be experienced in the development of district/school budget planning and development.

EDA 545 ~ .................................................................................... 3 credits

School Law for Educators
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

EDA 550 ~ ................................................................................... 3 credits

Human Resources Management in Education
This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resources department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, collective bargaining, staff development, and evaluation of personnel and their legal implications are emphasized.

EDA 554 ~ ................................................................................... 3 credits

Instructional Program Management and Evaluation
The course is designed to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, data-driven instructional improvement, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning.

EDA 555 ....................................................................................... 3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

EDA 555CA ................................................................................ 3 credits

School Policy and Law for Principals
This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.

EDA 560 ...................................................................................... 3 credits

Human Resources Management in Education
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

EDA 560CA ................................................................................ 3 credits

Human Resources Management in Education
This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

EDA 564 ~ ................................................................................... 3 credits

The Role and Functions of the Principal
This course examines the roles and functions of the principalship and explores educational leadership. Research, theory, and systemic change are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century.

EDA 565 ...................................................................................... 3 credits

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

**EDA 565CA** ................................................................................. 3 credits

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

EDA 570 ................................................................. 3 credits

**Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, it focuses on the equitable participation of students, families, teachers, and staff in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

EDA 570CA ................................................................. 3 credits

**Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

EDA 575 ................................................................. 3 credits

**Family, Community and Media Relations**

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

EDA 575CA ................................................................. 3 credits

**Family, Community and Media Relations**

This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.

EDA 590A/B/C ~ ................................................................. 1 credit

**Administrative Internship**

The internship experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.

EDA 591A ......................................................................... 1 credit

**Principal Internship Part I: Instructional Leadership**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

EDA 591B ......................................................................... 1 credit

**Principal Internship Part II: Organizational Management**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

EDA 591C ......................................................................... 1 credit

**Principals Internship Part III: Community and Media Relation**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

EDA 593 ................................................................. 3 credits

**Teaching Critical Thinking Skills in the Classroom**

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 will recognize and respond to reasoning concepts and determine instructional and assessment strategies for thinking critically across disciplines.

EDA 511 ................................................................. 3 credits

**Adult Learning: Theories, Principles and Applications**

This course focuses on adult development and learning theories. Students will identify the stages of adult development and examine the concept of andragogy versus pedagogy. Major theories of adult learning and how they relate to instructional practices will be explored. Intelligence, skills, and motivation are discussed in the context of teaching adult learners. Emphasis will be placed on teaching and learning models and strategies and effective practices in distance education.

EDA 516 ................................................................. 3 credits

**Overview of the Community College**

This course provides an overview of the history, development, mission and purpose, governance, curriculum and instruction, functions, trends, and issues of the community college. Additionally, this course will discuss funding sources and will identify essential and non-essential student services. National, state and local perspectives will also be reviewed and analyzed.

EDA 520 ................................................................. 3 credits

**Critical Issues in Education**

This course is designed to allow students to explore current educational issues and innovations in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today’s society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences,
and moral education are discussed in relation to schooling.
EDD 522 ................................................................. 1 credit

**Basic Writing: Preparing for Teacher Proficiencies**
In this course, students are introduced to the elements of online teaching at the K-12 level. In addition, students examine a variety of online pedagogical skills and strategies related to teaching and delivering curriculum in the online environment. The national standards and research-supported promising practices for quality online teaching are explored. Copyright and other issues related to academic integrity in the online classroom are also discussed. Each student must have computer and Internet access for this course.
EDD 536 ................................................................. 3 credits

**Communication Techniques for Administrators**
This course is designed to help school administrators develop and utilize effective strategies for communicating with stakeholders in the school community to create a positive, productive learning environment. By understanding the power of effective communication, administrators will be able to create positive public support. Communication essentials and current critical issues including the use of technology and social media are explored. Participants learn strategies for working with the media, school finance, negotiations, and school boards and elections.
EDD 567 ................................................................. 3 credits

**Introduction to Action Research: Data Driven Decision Making**
This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. Inferential and descriptive measures are examined, and methods for collecting, evaluating and analyzing data are discussed. Students will identify ethical issues related to research, including basic theory and practice, professional code of ethics, confidentiality, and research using human subjects.
EDD 569 ................................................................. 2 credits

**Introduction to Action Research**
This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements.
EDD 570 ................................................................. 2 credits

**Introduction to Educational Research**
This course focuses on the foundations of educational research. The purpose of research as it impacts decision making and educational practices will be explored. Students will be introduced to the various elements of an action research project, including problem and purpose statements, writing style, literature review, research design, data collection, and data analyses. The steps involved in the process of conducting research will be discussed.
EDD 573 ................................................................. 2 credits

**Applications of Research**
This course reviews various applications of the action research project. Students explore factors related to conference presentations and public speaking, submitting for publication, and communicating findings to various agencies and organizations. The process of using research projects as the basis for grant writing is also examined.

EDD 574 ................................................................. 1 credit

**Action Research Outline**
Students may begin work on the outline component of the action research project upon successful completion of EDD 570 and the approval of their problem statements and matrices by their faculty member. Students complete a sentence outline of Chapters I-4 for the action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing “anticipated” results. The outline is used as a basis for writing the formal proposal.
EDD 575 ................................................................. 1 credit

**Action Research Proposal**
Students may begin work on the proposal component of the action research project upon successful completion of the outline research course. Using their outlines as a framework, students create an implementation proposal for their research project. The proposal contains the same chapters, headings, and sub-headings as the outline but is rewritten in formal text. A timeline for specific actions will be addressed.
EDD 576 ................................................................. 1 credit

**Action Research Presentation**
The final phase of the research project is the formal report using data you created and proof of outside presentation. Students will analyze their “anticipated” results and rewrite the proposals into report form, including Chapter 5. The final chapter for the action research report includes an analysis of findings and recommendations for change.
EDD 577 ................................................................. 3 credits

**Action Research**
In this course, students will learn the basic steps required to write an action research proposal. Students will complete a basic sentence outline and Chapters I through IV of an action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing results.
EDD 580 ................................................................. 3 credits

**Applications of Action Research**
This course emphasizes the writing and the dissemination of a finalized action research project. Learners revise the proposal as needed and complete Chapter V of the action research project. They explore various dissemination techniques that have the potential to reach a variety of stakeholders. Particular emphasis is placed on using research as a basis for grant writing and journal publication.
EDD 581 ................................................................. 4 credits

**Action Research and Evaluation**
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research project.
EDD 585 — ................................................................................. 3 credits

**Introduction to Middle Schools: Curriculum and Instruction**
This course examines the middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

EDD 711 — .................................................................................. 3 credits

**Social Contexts and Contemporary Issues**
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

EDD 712 — .................................................................................. 3 credits

**Leadership in Contemporary Organizations**
This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.

EDD 713 — .................................................................................. 3 credits

**Lifelong Learning: Leadership in the Educational Continuum**
The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, specifically adult learning, are examined. The role that P-12 education, higher education, corporate education/training, and the military play in instilling a belief in lifelong learning is of focus.

EDD 714 — .................................................................................. 3 credits

**Comparative Models of Educational Environments**
This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adult learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721 — .................................................................................. 3 credits

**Planning and Leading Change**
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDD 722 — .................................................................................. 3 credits

**The Legal Context of Education**
This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.

EDD 723 — .................................................................................. 3 credits

**Ethics and Values in Learning Organizations**
The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.

EDD 724 — .................................................................................. 3 credits

**Instructional Leadership**
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.

EDD 731 — .................................................................................. 3 credits

**The Economics of Education**
The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.

EDD 732 — .................................................................................. 3 credits

**Contemporary Policy Analysis and Development**
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

EDD 733 — .................................................................................. 3 credits

**Evaluation and Assessment Methods**
This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

EDL 500 — .................................................................................. 3 credits

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

EDL 501 — .................................................................................. 3 credits

**Orientation to Teacher Leadership**
This course is designed to provide an orientation to the primary components of the Teacher Leadership Program. Students will be introduced to the program’s degree completion requirements. Course overviews, field experience, E-Portfolios, and technology resources will be discussed. Check with your local campus to see if this course is necessary.

EDL 505 — .................................................................................. 3 credits

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

EDL 510 — .................................................................................. 3 credits

**Teacher Leadership in a Global Society**
This course focuses on contemporary theories of school reform and
Effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles. Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.

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

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

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

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

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

EDS 799: Educational Specialist Capstone
The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. This 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.

EDT 711: Instructional Design
This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDT 721: Instructional Media and Design Techniques
This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactive distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.

EDT 722: Instructional Media and Design Techniques
This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactive distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.

EDT 731: System Analysis and Design
This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDT 732: Integrating Technology and Curriculum
This course is designed to develop strategies for effective and appro-
propriate integration of digital technology and educational goals. Learners explore the possibilities enabled by technology, the perceived need to master technologies for vocational readiness, and the design of technological implementations that enhance educational experiences. A running theme of this course is balancing the competing priorities of technology and curriculum decisions.
EDTC 510 ~................................................................. 2 credits

Foundations of Distance Education and Training
This course focuses on the principles of distance education as a medium for course, degree, or training-based instruction. The history, technologies, and best practices associated with distance learning will be presented and analyzed. Current and future critical issues that impact the teaching/learning environment in distance delivery modalities also will be examined.
EDU 521~................................................................. 3 credits

Technologies for Online Teaching
This course prepares teachers to effectively use technology and media in online teaching, including course management systems and student information systems. The benefits and challenges of using audio, video, and collaborative technology tools in the virtual classroom will be examined. Particular emphasis will be given to using web-based tools and promoting 21st-Century skills in the online environment. Current and emerging trends in Internet technology will also be addressed. Each participant must have computer and Internet access for this course.
EDU 566~................................................................. 3 credits

Adolescent Psychology
This course explores the current trends and approaches to the mental, physical, social, and emotional characteristics of adolescents and their subcultures. In this course, students review how adolescents react to and cope with influential factors in today’s society. Students also analyze how adolescents interact with their peers and families and in school environments and in various settings throughout the community.
EDU 574 ~................................................................. 3 credits

Assessment and Evaluation
This course is designed to provide P–12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Participants will focus on standards-based assessments, data-driven instruction, and accountability to increase achievement.
EDU 580 ~................................................................. 3 credits

Organization and Administration
In this course, students explore the roles and responsibilities of the school administrator and learn how educational leadership emerges. Students examine leadership as it relates to leadership styles, policy and decision-making, personnel management, delegation of authority, collaboration, communication, and diversity. Current research in the area of educational leadership and schools as organized systems is also emphasized.
EDU 701 ~................................................................. 3 credits

Academic Affairs Administration
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.
EDU 702 ~................................................................. 3 credits

History of Education in the Americas
An in-depth analysis of the development of education in Canada, Central America, South American nations, and the United States will form the basis of this course. Topics will include indigenous educational perspectives, the development of education (K-post-secondary), major forces affecting educational development at all levels, and the political, social, economic, and cultural contexts of educational development. Public and private endeavors in education through the 20th century will be presented.
EDU 703 ~................................................................. 3 credits

Student Affairs Administration
This course will explore the history, philosophy, and purposes of student affairs administration, examining both its theoretical and practical foundations. Students will investigate issues and problems currently facing student affairs administration in the ever-changing educational climate and focus on the future of the profession.
EDU 704 ~................................................................. 3 credits

Understanding the Infrastructure of Higher Education
This course will examine the evolution of the Higher Education Academy from an organizational, political, philosophical, cultural, economic, and policy-oriented point of view. Students will become familiar with the campus culture through the evolution of various campus models that impact how departments function on-campus and work collaboratively to support the institution’s mission and educate students.
EDU 705 ~................................................................. 3 credits

The Inclusive Campus: Addressing Differing Student Needs
This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.
EDU 706 ~................................................................. 3 credits

Comparative Models of Higher Education
This course will present a comparative perspective of educational systems that exist in today’s world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.
EDU 707 ~................................................................. 3 credits

The Community College
In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.
EDU 711 ~................................................................. 3 credits

Core Functions of Higher Education Administration
This course examines the major features of the three core functional areas of modern higher education. The course focuses on the admin-
istration of higher education institutions and includes the 1) student experience, including student development and learning; 2) faculty and staff issues, including RPT (retention, promotion, and tenure), faculty and staff development, curriculum, governance; and 3) infrastructure concerns, including planning, technology, and facilities.

EDU 712 ~ ................................................................. 3 credits

**History of Education**

This course will present the learner with a comprehensive survey of the purposes and educational developments from ancient civilizations in Africa (Egypt, Babylonia, Assyria, Persia), Asia (China, Indus Valley), Greece, and Rome through the 20th century. Hindu, Jewish, Muslim, Christian, and Buddhist traditions, Zhou Dynasty, Medieval/Renaissance/Reformation, Enlightenment, Industrial, and Post-Industrial educational developments will be studied as a prelude to investigating comparative educational systems.

EDU 724 ~ ................................................................. 3 credits

**Student Development Theory**

This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, identity, and typology theories related to college student development. Application and use of theory to everyday practice and a broad range of students in higher education will be discussed.

EDU 732 ~ ................................................................. 3 credits

**Planning, Evaluation, & Assessment in Higher Education Administration**

This course will explore various concepts, theories, and methodologies underlying program planning, development, and assessment. Focusing on higher education administration, course content will address issues of purpose, goals, activities, outcomes, and evaluation in a variety of higher educational endeavors. Campus and off-campus program development, including feasibility, financial planning, staffing, and report management will provide knowledge and skills to effectively undertake campus initiatives.

ELL 500 ................................................................. 3 credits

**Instructional Methods for English Language Learners**

This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 519 ................................................................. 4 credits

**Elementary Student Teaching Part A**

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

ELM 520 ................................................................. 4 credits

**Elementary Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 524CA ~ ........................................................... 4 credits

**Elementary Student Teaching Part C**

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 the ability to use and apply the Teaching Performance Expectations.

ELM 525 ................................................................. 3 credits

**Elementary Student Teaching Seminar II**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: 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.

ELM 591 ~ ............................................................... 3 credits

**Elementary Student Teaching Seminar III**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EM 555 ~ ................................................................. 3 credits

Energy Sector Management
This course integrates energy technology and management opportunities in the energy sector. Students will apply knowledge of the energy sector value change to identify a business opportunity. Other topics include renewable and non-renewable energy sources, science of energy, communications, energy sector terminology, corporate social responsibility, ethics, and negotiation.

EM 565 ~ ................................................................. 3 credits

Financial Management in the Energy Sector
This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, capital budgets, government sources, long-term financing, risk analysis and management, and financial planning.

EM 575 ~ ................................................................. 3 credits

Energy Economics
This course applies economic concepts to make management decisions in the energy sector. Students apply concepts of supply and demand to create an economic model of a sub sector of the energy industry. Other topics include scarce resources, opportunity costs, profit maximization, market structure, macroeconomic measurement, money, trade, foreign exchange, regulatory issues, and economic analysis.

EM 585 ~ ................................................................. 3 credits

Marketing Energy
This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, public relations and policy formulation.

EM 595 ~ ................................................................. 3 credits

Strategic Planning and Implementation for the Energy Sector
This capstone course integrates concepts from all prior courses in the program and the energy management concentration. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage in an energy organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, interdependent organizational relationships, technology adoption, and scenario planning.

ESL 502 ................................................................. 3 credits

Foundations of Instruction for Limited-English Proficient Students
This course introduces students to the principles of teaching English Language Learners (ELLs). It addresses effective collaboration among ELLs, their families, paraprofessionals, and the community to improve learning. Effective instructional techniques, methodologies, resources, and cultural awareness are also explored.

ESL 503 ................................................................. 3 credits

Instructional Techniques and Methods of ESL
This course focuses on the methodologies used for instructing English Language Learners (ELLs). The course also reviews theories, teaching strategies, and instructional tools that support effective methods for teaching ELLs. A variety of program designs and the socio-cultural politics of language instruction will be discussed.

ESL 504 ................................................................. 3 credits

Assessment of Limited-English Proficient Students
This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Language Learners (ELLs). It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

ESL 505 ................................................................. 3 credits

Linguistics
This course introduces students to the nature of language, how the brain processes language, and the role of language in society. It also addresses grammatical aspects of language such as morphology, syntax, semantics, phonetics, pragmatics, and writing development. Stages of language acquisition and bilingual development will be discussed.

ETH 316 ................................................................. 3 credits

Ethics and Social Responsibility
This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

EXAM 799 ............................................................. 1 credit

Comprehensive Examination
The comprehensive examination is a program requirement for the Doctor of Philosophy degree from 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.

EXAM 799N ........................................................... 1 credit

Comprehensive Examination
The comprehensive examination is a program requirement for the Doctor of Philosophy degree from the University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the third residency and move to candidacy.

FIN 544 ................................................................. 3 credits

Finance for Managerial Decision Making
This course develops the principles of finance and techniques for managers to use in making decisions that add to the financial value of an organization. Topics include working capital management, valuation and investment criteria, capital budgeting analysis, financing and capital structure, and the global transformation.

FIN 571 ................................................................. 3 credits

Corporate Finance
This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

FIN 575 ................................................................. 3 credits

Project Budget and Finance
This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.

FIN 711 ................................................................. 3 credits

Financial Measures of Value Added
This course explores and evaluates research on how businesses mea-
**Higher Education Finance and Economics**

This course introduces and examines the major features of the financial functions operative within various kinds of institutions of higher education. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: types of degree-granting institutions; 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 income streams, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. 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.

**FIN 723 ~..................................................................................... 3 credits**

**Higher Education Finance and Economics**

This course introduces and examines the major features of the financial functions operative within various kinds of institutions of higher education. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: types of degree-granting institutions; 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 income streams, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. 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.

**FIN 723 ~..................................................................................... 3 credits**

**Global Business Organization and Culture**

This course examines the cultural and organization framework within which global business is conducted. Topics include socio-cultural forces, cultural analysis, communication strategies, human resources investment and utilization, and managing across borders.

**FIN HC571 ~............................................................................... 3 credits**

**Small Business Finance**

This course applies finance concepts to make management decisions for a small or start-up business. Students learn methods to evaluate financial alternatives and manage working capital. Other topics include cash flows, business valuation, due diligence, capital budgets, short- and long-term financing.

**FIN SB 571 ~.................................................................................. 3 credits**

**Health Care Finance**

This course applies 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, long-term financing, hedging mechanisms, cultural approaches to time value of money, and constraints on financial flows.

**FIN HC571 ~.................................................................................. 3 credits**

**Global Business Organization and Culture**

This course examines the cultural and organization framework within which global business is conducted. Topics include socio-cultural forces, cultural analysis, communication strategies, human resources investment and utilization, and managing across borders.

**FIN HC571 ~............................................................................... 3 credits**

**Finance in the Energy Sector**

This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, risk analysis and management, and financial planning.

**FIN GM571 ~................................................................................ 3 credits**

**International Corporate Finance**

This course applies corporate finance concepts to make international management decisions. Students learn methods to evaluate financial alternatives and create financial plans presented in diverse formats. Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, hedging mechanisms, cultural approaches to time value of money, and constraints on financial flows.

**FIN GM571 ~................................................................................ 3 credits**

**Principles of Transnational Management**

This course focuses on identifying opportunities and trends in cross border management. It draws upon and integrates complex business problem-solving scenarios. Students will begin to develop a master’s project, which will be presented in the final specialization course.

**GMGT 510 ~.................................................................................. 3 credits**

**Systems Life Cycle**

This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

**HCI 520 ~...................................................................................... 3 credits**

**Global Strategy Formulation and Implementation**

This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

**GMGT 550 ~.................................................................................. 3 credits**

**Global Management Capstone Course**

This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world.

**GMGT 570 ~.................................................................................. 3 credits**

**External Environment of Global Business**

This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.

**GMGT 530 ~.................................................................................. 3 credits**

**Global Strategy Formulation and Implementation**

This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

**GMGT 550 ~.................................................................................. 3 credits**

**Global Management Capstone Course**

This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world.

**GMGT 570 ~.................................................................................. 3 credits**

**Data Management and Design**

This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

**HCS 504 ......................................................................................... 1 credit**

**Introduction to Graduate Study in Health Sciences/Nursing**

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluat-

**GMGT 510 ~.................................................................................. 3 credits**

**Global Management Capstone Course**

This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world.

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This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

**HCS 504 ......................................................................................... 1 credit**

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**HCS 504 ......................................................................................... 1 credit**
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<thead>
<tr>
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<tr>
<td>HCS 507</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
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<tr>
<td>HCS 510</td>
<td>Concepts of Population Health</td>
<td>4</td>
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<td>HCS 514</td>
<td>Health Care Organizations and Delivery Systems</td>
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<td>HCS 515</td>
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<td>HCS 520</td>
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<td>HCS 551</td>
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<td>HCS 557</td>
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<td>HCS 559</td>
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<td>HCS 563</td>
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<tr>
<td>HCS 564</td>
<td>Organization and Management of Aging Services</td>
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This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and deterrents of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

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.

This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that affect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.
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<tr>
<th>Course Code</th>
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<tr>
<td>HCS 567</td>
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<td>HCS 578</td>
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<td>HED 580</td>
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<td>HRM 531PR</td>
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**Entrepreneurship in Health Care**

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

**Financial Resource Management**

Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

**Financial Management in Health Care**

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

**Ethical, Legal, and Regulatory Issues in Health Care**

Ethical principles and decision-making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.

**Health Care Strategic Management**

This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

**Creating Change Within Organizations**

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM 548 ~ ................................................................. 3 credits

**Recruitment and Retention Practices**
This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552 ~ .................................................................... 3 credits

**Organizational Training and Development**
This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.

HRM 554 ~ .................................................................... 3 credits

**Occupational Health and Safety**
This course applies health and safety principles to reduce hazards to a productive work environment. Students create a prevention program to promote occupational safety and health. Other topics include injury and illness compensation, safety risks, security risks, workplace violence, health and safety practices, emergency response plans, and issues related to substance abuse.

HRM 555 ~ .................................................................... 3 credits

**Human Resources Management**
This course examines the evolving human resource function within today’s organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources.

HRM 556 ~ .................................................................... 3 credits

**Employee Motivation and Compensation**
This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior, human motivation, and types of reward systems; the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends.

HRM 558 ~ .................................................................... 3 credits

**Research in Human Resource Management**
This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM 590 ~ .................................................................... 3 credits

**Human Resources Capstone Course**
This is an integrative course and the capstone for the Human Resources Management program. The outcome is for students to develop business solutions to human resources problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a human resources problem of their own choosing.

HRM 591 ~ ................................................................. 3 credits

**Seminar in Human Resources Management**
This seminar provides a forum for the study of Human Resources Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of a project introduced in the first and second of the three specialization courses.

HRM 595 ~ ................................................................. 3 credits

**Human Resource Capstone Course**
This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of 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.

HSN 540 ~ .................................................................... 3 credits

**Human Resource Capstone Course**
This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.

HSN 548 ~ .................................................................... 3 credits

**Design and Process of Curriculum Development**
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HSN 548 ~ .................................................................... 3 credits

**Role of the Health Care/Nursing Educator**
Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 552 ~ .................................................................... 3 credits

**Assessment and Evaluation of Learning**
Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

IND 701 ~ .................................................................... 3 credits

**Independent Study I**
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 702 ~ .................................................................... 3 credits

**Independent Study II**
The content and assessment of independent study courses will be
determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

**Independent Study III**
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

**IST 710 ~ .......................... 3 credits**

**Foundations of Information Systems Management**
This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IST domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.

**IST 721 ~ .......................... 3 credits**

**Knowledge Worker Information Systems**
In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today’s environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.

**IST 722 ~ .......................... 3 credits**

**Information Technology for Teams**
Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams’ operations.

**IST 723 ~ .......................... 3 credits**

**Departmental Information Systems**
This course will continue the analysis of the application of the domains used by individuals and teams studied in IST/721 and IST/722. The learner will evaluate the application of the program domains to departmental operations and strategy. The learner will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

**IST 724 ~ .......................... 3 credits**

**Organizational Information Systems Management**
This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IST domains within an organization.

**IST 731 ~ .......................... 3 credits**

**Partnership and Industry Information Systems**
This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.

**IST 732 ~ .......................... 3 credits**

**Global Information Systems Management**
This course extends the examination of the IST domains studied throughout the program to the global level. The learner will examine the application of the IST domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.

**IST 733 ~ .......................... 3 credits**

**Information Systems Management Architecture**
In this course, learners will create an innovative model, incorporating the domains and models from previous coursework. In the model building, learners will demonstrate their leadership competencies as related to IST.

**LAW 529 ~ .......................... 3 credits**

**Legal Environment of Business**
This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, criminal law, property, business formation, employment law, and ethical considerations in business.

**LAW 531 ~ .......................... 3 credits**

**Business Law**
This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

**LAW 531PR ~ .......................... 3 credits**

**Law and Public Administration**
This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
Legal Environment of Business
This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, partnership and corporations, anti-trust, environmental law, employment law, and ethical considerations in business.
LDR 531 ................................................................. 3 credits
Organizational Leadership
This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.
LDR 532 ................................................................. 3 credits
Leading Organizational Development in the Public Sector
This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of power and politics. Other topics include leadership in the public sector at the state and local level, including culture in the public sector, group behavior, financial and nonfinancial motivation, and workplace conflict.
LDR 535 ................................................................. 3 credits
Leading Change
This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.
LDR 706 ................................................................. 3 credits
Leadership, Management, and Supervision
This course investigates building teamwork and commitment, coaching and mentoring, collective bargaining and contract negotiations, and delegating. Upon completion of this course, learners will have the following competencies: the ability to plan work teams and increase the effectiveness of their work, use coaching to improve the work of the underachiever as well as continued growth of all employees, arrange and participate in collective bargaining and contract negotiations, and delegate work to subordinates.
LDR 711 ................................................................. 3 credits
LDR 711A ............................................................... 3 credits
Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflective leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.
LDR 712 ................................................................. 3 credits
Information Systems Strategy and Leadership
The primary focus of this course is the research and evaluation of innovative and practical IS approaches to problem resolution in various industries. Learners will research the strategies and leadership characteristics of IS industry leaders and analyze upcoming trends in the field. These considerations will be incorporated into the foundation of an IS leadership plan.
LDR 720 ................................................................. 3 credits
Ethical Leadership and the Legal Landscape
This course evaluates research on how legal environments in the global economy shape decision making and the ethical issues that emerge from disparate legal systems and practices. This course will specifically address legal in a subsidiary country but in violation of the corporation’s ethical standards.
LDR 721 ................................................................. 3 credits
The Dynamics of Group and Team Leadership
Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731 ................................................................. 3 credits
Contemporary Issues in Leadership
This course explores the successes and controversial issues surrounding how and why senior leaders set and deploy organizational values, short-and long-term directions, and performance expectations that create a balanced value. The focus is on business results that encompass organizational learning, stakeholder satisfaction, overall budgetary, financial, and market performance.
LDR 736 ................................................................. 3 credits
Architecture of Leadership
Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short-term and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.
MAT 504 ............................................................... 3 credits
Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.
MAT 538.............................................................. 3 credits
Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

MAT 539.............................................................. 2 credits
Curriculum Constructs and Assessment: Secondary Methods
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

MAT 542 .............................................................. 3 credits
Curriculum Constructs and Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching reading at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

MAT 544.............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Mathematics
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MAT 546.............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MAT 547.............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MAT 548 .............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary 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.

MBA 500 .................................................................. 3 credits
Foundations of Problem-Based Learning
This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.

MBA 501 .................................................................. 3 credits
Forces Influencing Business in the 21st Century
This course introduces new graduate students to strategies for academic success within the University of Phoenix and explores issues and institutions that affect business outside the direct control of the organization. Topics include University of Phoenix Graduate School tools and competencies; written and verbal communication skills; an introduction to microeconomics and macroeconomics; legal, regulatory, political, and social environments; and environmental scanning.

MBA 502 .................................................................. 3 credits
Managing the Business Enterprise
This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, organizational behavior, marketing, operations management, planning the organization’s future, and risk management.

MBA 503 .................................................................. 3 credits
Introduction to Finance and Accounting
This course introduces fundamental concepts of using accounting principles and financial tools and analysis for effective managerial decision making. Topics include the role of the financial manager in the organization, concepts and principles underlying financial accounting practices, financial statement analysis, and operational planning and budgeting.

MBA 510 .................................................................. 3 credits
Managerial Decision Making
This course introduces a practical, analytical approach to managerial decision making. Analytic thinking, systems thinking, and creative thinking will be employed in the context of a variety of business
problems. Topics include decision-making models; dealing with the certain, the uncertain, and the unknowable; managing risk; sensitivity analysis; probabilistic decision models; survey design; and regression analysis.

MBA 520 - ................................................................................... 3 credits

Transformational Leadership
This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MBA 530 - ................................................................................... 3 credits

Human Capital Development
This course examines the role of the manager in developing human capital within the organization. Topics include theories on organizational behavior and individual motivation, skills gap analysis, alignment of staff capabilities with organizational needs, succession planning strategies, retention of innovative talent, motivation of mid-tier performers, human behavior, motivation and compensation systems, and future trends in human capital development.

MBA 540 - ................................................................................... 3 credits

Maximizing Shareholder Wealth
This course requires the manager to choose among financial alternatives to optimize shareholder value. Topics include understanding key cash flow drivers; working capital and asset management; evaluating short-term and long-term financing alternatives; aligning treasury functions with strategic objectives; valuing the corporation; capital budgeting; global finance strategies; and M&A and new venture finance strategies.

MBA 550 - ................................................................................... 3 credits

Resource Optimization
This course requires the manager to assess the financial health of the organization and allocate resources to optimize the organization’s performance. Topics include conducting business performance reviews, business process improvement and quality management, allocating resources based on market potential, alignment of working capital management with client services, optimizing supply chain processes, and achieving high asset productivity. Analytical tools used will include financial decision support models, cost analysis, forecasting, generic benchmarking, and productivity measurement.

MBA 560 - ................................................................................... 3 credits

Enterprise Risk
This course requires the manager to confront opportunities and constraints emanating from sources both external and internal to the organization. Topics include assessing enterprise risk; risk monitoring and reporting; mitigating risk in changing economic and regulatory environments; governance; compliance; managing audit functions and board relations; and ethical responsibilities to stakeholders in managing and reporting risk.

MBA 570 - ................................................................................... 3 credits

Sustainable Customer Relationships
This course develops the discipline of maintaining customer focus in highly diverse local and global markets. Topics include aligning customer needs with value propositions; identifying future growth opportunities; forecasting demand; new product development and design; strategic brand management; defending price margins; integrating the marketing mix across multiple channels; behavioral marketing; customer relationship management; reorienting organization functions around customers; and integrating customer feedback loops into strategic planning activities.

MBA 580 - ................................................................................... 3 credits

Strategies for Competitive Advantage
This course focuses on creating the value proposition as a driver of sustainable competitive advantage. Topics include translating key emerging trends into business opportunities; strategic challenges of global expansion; opportunities and constraints posed by regulatory change; competitor intelligence; scenario planning/planning for multiple futures; maximizing core business value; differentiating the value proposition; distribution channel development and integration; tailoring the value chain; building successful strategic alliances; and off-shoring models and approaches.

MBA 590 - ................................................................................... 3 credits

Strategic Implementation and Alignment
This course emphasizes how managers lead the implementation of plans to get the job done. Topics include implementation and execution of plans; managing the organization as a portfolio of businesses; cross-functional reviews and coordination of operating strategies; ensuring strategic alignment of business unit objectives with organizational objectives; alignment of business unit tactics, infrastructure, and processes to strategic imperatives; adapting stakeholder relationships to changing strategic priorities; and best practices in project management.

MBA 591 - ................................................................................... 3 credits

Global Management Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of global management through analyzing the complexities, exploiting the opportunities, and overcoming the impediments of conducting business globally. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem. They will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBA 592 - ................................................................................... 3 credits

Global Management Seminar in Decision Outcomes
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAGM/591. Upon completion of both seminars, students will be able to analyze and adapt to the complexities that are inherent in diverse cultural, political, and legal systems to effectively conduct business globally.

MBA 593 - ................................................................................... 3 credits

Human Resources Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of human resources through designing, implementing and evaluating human resources strategies and functions within organizations including recruitment/selection, retention, and employee development. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.
MBAPR 592 ~ .............................................................................. 3 credits

Human Resources Seminar in Decision Outcomes
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAPR/591. Upon completion of both seminars, students will be able to forecast, plan, and design strategies to recruit and select a qualified, diverse and competent workforce as well as evaluate workforce retention strategies, learning strategies and human resource strategies in alignment with organizational goals.

MBAMK 591 ~ ............................................................................ 3 credits

Marketing Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of marketing through analyzing opportunities within global, domestic, and electronic markets in order to develop, implement, and assess marketing strategies in alignment with organizational goals. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined marketing problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAMK 592 ~ ............................................................................ 3 credits

Marketing Seminar in Decision Outcomes
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the marketing problem which they identified and evaluated in MBAMK/591. Upon completion of both seminars, students will be able to analyze the elements of the internal and external marketing environments including the legal/political, ethics, demographic, socio-cultural, technological, and competitive forces that impact the development and implementation of marketing strategies. Additionally, students will be able to research and analyze different types of consumers and the factors that impact their purchasing decisions, analyze the four elements of the marketing mix and evaluate and design marketing research plans to support the development and implementation of marketing strategies.

MBAPA 591 ~ .............................................................................. 3 credits

Public Administration Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAPA 592 ~ .............................................................................. 3 credits

Public Administration Seminar in Decision Outcomes
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAPA/591. Upon completion of both seminars, students will understand how public administrators affect government fiscal decisions and the constraints influencing their own programs as well as developing and managing budgets for agencies, programs, and economic development.
materials for use in their respective classrooms and grade levels.
MFCC 536 ~ .......................................................... 3 credits

Child Therapy
This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.
MFCC 551 .......................................................... 3 credits

Legal and Ethical Issues in Marriage and Family Therapy
This course covers legal and ethical responsibilities of the marriage and family counselor, including codes of ethics and laws governing mental health professionals. Emphasis is placed on the principles governing client rights, duty to warn and protect, multiple relationships, and application in special situations and with special populations; students learn how to interpret and act appropriately in a wide variety of situations.
MFCC 556 .......................................................... 3 credits

Family Systems Theory
This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.
MFCC 561 .......................................................... 3 credits

Family Interventions
This course introduces fundamental concepts and practices that underlie family therapy in human systems. It teaches an integrative approach to assessment and diagnosis in family therapy with an emphasis on strategies for a wide range of populations and clinical problems. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 562 ~ .......................................................... 3 credits

Couples Counseling
This course provides students with intensive skill building in working with couples using current developmental and systemic modes. The relationship between theory, interventions, and treatment goals are addressed including communication strategies, managing stress and conflict, and effectively promoting decision-making and problem-solving strategies. Students have opportunities to practice and demonstrate these skills using culturally-diverse case studies.
MFCC 566 .......................................................... 3 credits

Advanced Marriage and Family Therapy
This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families and those with special needs. Students will go through the process of working with a family, in role-play, from intake to termination, incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Therapeutic interventions for the complex families of today will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 597A ~ .......................................................... 3 credits

Internship A
The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B ~ .......................................................... 3 credits

Internship B
The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597C ~ .......................................................... 3 credits

Internship
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.
MGT 511 .......................................................... 3 credits

Teaching Reading/English and Language Arts through Art for Classroom Teachers
This course addresses ways to incorporate the arts into the classroom in order to motivate students and to meet the needs of all learners. The emphasis is on supporting and enhancing student learning in reading, language arts, and English through integration of the arts. By investigating a variety of resources and techniques, students develop methods to communicate creatively with and through the arts.
MGT 521 .......................................................... 3 credits

Management
This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.
MGT 522 .......................................................... 3 credits

Public Administration - Institutions and Processes
This course applies the tools available to UPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will distinguish the dichotomy between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of gov-
students and teaches them to manage complex projects. Topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.

MGT 554 ~ ................................................................................... 3 credits

**Operations Management**
This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing, and managing operations processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management, and total quality management.

MGT 564 ~ ................................................................................... 3 credits

**Negotiation, Power and Politics**
This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.

MGT 567 ~ ................................................................................... 3 credits

**Ethics and Social Responsibility**
This course prepares students to align an organization’s social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.

MGT 572 ...................................................................................... 3 credits

**Public Policy Planning and Implementation**
This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy evaluation, and stakeholder conflicts.

MGT 573 ~ ................................................................................... 3 credits

**Project Management in the Business Environment**
This course develops the principles and techniques to plan, execute, and manage complex projects. Topics include workflow analysis, quality control, and performance evaluation.

MGT 582 ...................................................................................... 3 credits

**Public Administration Applied Project**
This capstone course prepares students to improve existing policies. Students will evaluate existing policy and recommend improvements and recommend changes to improve efficiency and effectiveness. Other topics, at the state and local level, include policy creation, policy evaluation, and nontraditional/innovative solutions in the public sector.

MGT 591 ~ ................................................................................... 3 credits

**Seminar in Management**
This seminar provides a forum for the study of Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem, drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of the change management project introduced in the first and second of the three specialization courses.

MGT 598 ~ ................................................................................... 3 credits

**Consulting Project**
This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

MGT 711 ...................................................................................... 3 credits

**Strategic Opportunities in an Internet-Based Global Economy**
This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business models and the macroeconomic environment that contributes to the success of business strategy.

MGT 716 ~ ................................................................................... 3 credits

**Management Philosophies**
Upon completion of this course, learners will be prepared to employ a research-based approach to investigate the body of knowledge relating to scientific management philosophies from their recorded origins to current day applications. Learners will analyze and evaluate the evolution of management theory within historical timeframes with incremental assessments of the success or failures to optimize resources to attain performance excellence in a customer-centered organization.

MGT 721 ...................................................................................... 3 credits

**Managing the Risks in a Global Environment**
This course evaluates alternative practices to manage risk in a global environment. Topics include measuring risk (economics, financial, political, etc.), creating tools to predict where to invest internationally, financial instruments of global investment, and techniques to mitigate risk.

MGT 726 ...................................................................................... 3 credits

**Emerging Managerial Practices**
Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

MGT 736 ...................................................................................... 3 credits

**Contemporary Systems Management**
Upon completion of this course, learners will be prepared to manage and lead complex organizations through strategic decision making, resulting in business plans. Learners focus on extended systems and theoretical and practical frameworks for systematically managing organizations.
MKT EM571 ~ ................................................................. 3 credits
Marketing Energy
This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT SB571 ~ ................................................................. 3 credits
Small Business Marketing
This course prepares students to apply marketing concepts to create sustainable customer value. Students learn to solve small business marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations within limited budgets.

MKT TM571 ~ ................................................................. 3 credits
Marketing High Technology Products
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.
problems in a collaborative environment. Students will also create business and ethical justifications for products that are technologically possible. Other topics include technology and market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

Human Resources Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of human resources through designing, implementing and evaluating human resources strategies and functions within organizations including recruitment/selection, retention, and employee development. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

Human Resources Seminar in Decision Outcomes
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MMHRM/591. Upon completion of both seminars, students will be able to forecast, plan, and design strategies to recruit and select a qualified, diverse and competent workforce as well as evaluate workforce retention strategies, learning strategies and human resource strategies in alignment with organizational goals.

Cross-Cultural Considerations for International Managers
This course develops knowledge and skills necessary for international managers to effectively deal with cross-cultural elements in the work environment. Emphasis is placed on the elements of culture and their impact on ethics and business management across cultures to maximize cross-cultural communication and enhance international business synergies.

International Organizational Behavior
This course provides knowledge on the cultural and organizational behavior framework within cross-cultural business environments. Topics include organizational culture and behavior, cross-cultural teams, organizational design and development, cross-cultural strategic alliances, business negotiations in the cross-cultural environment, and managing change in the cross-cultural environment.

International Human Resources Management
This course focuses on the human resources management challenges facing international employers. Topics include strategic human resource management, cross-cultural human resource management policies and practices, staffing practices, developing human resources, motivation, and winning strategies for effective leadership and management.

International Law and Politics
This course explores the impact of legal and political systems on the management of international and global business. Topics include an introduction to the influence that political and legal systems have on conducting business; legal structures and government regulations; property, contract, and employment law; and how to manage the process of dispute resolution.

International Economics, Trade, and Finance
This course explores the impact of the global trading system and world financial markets on the management of international business. Topics include the global trading system, world financial markets, foreign exchange mechanisms, exports, imports and counter trade, international economic integration, and international economic development.

Country Analysis
This course develops the knowledge and skills necessary to analyze the business opportunities and risks associated with international investment, business development and operations. Upon completion, students will be prepared to recommend the suitability of doing business in a foreign country. Topics include country analysis models and techniques and the application of those models and techniques to areas of investment, business development and operations.

Accounting and Finance Problem Solving
This course provides students with the knowledge of accounting principles and financial tools necessary for effective managerial decision making. Problem-solving topics include recognizing and minimizing the costs and risks posed by multinational operations; developing effective operational planning and capital budgeting processes; and managing more effectively a firm’s international investments, global financing, and risks.

Strategy, Project Management, and Marketing Problem Solving
This course provides students with the knowledge of strategic planning, project management and marketing concepts and principles for effective managerial decision making. Problem-solving topics include developing and sustaining competitive advantage in the global framework, adapting vision and strategy to the changing nature of the international environment, maintaining customer focus in highly diverse local markets, and recognizing and capitalizing on opportunities in national markets for goods and services.

Supply Chain Management Problem Solving
This course provides students with the knowledge of supply chain and operational management necessary for effective managerial decision making. Problem-solving topics include leveraging corporate resources on a worldwide basis to deliver goods and services to particular markets in a cost effective manner, aligning rapidly evolving information and communication technologies to corporate operating plans, and working effectively within the constraints imposed.

Public Administration Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.
MMPA 592 ~ ................................................................. 3 credits

Public Administration Seminar in Decision Outcomes
In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MMPA/591. Upon completion of both seminars, students will understand how public administrators affect government fiscal decisions and the constraints influencing their own programs as well as developing and managing budgets for agencies, programs, and economic development.

MMPBL 500 ................................................................. 3 credits

Foundations of Problem-Based Learning
This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.

MMPBL 501 ~ ................................................................. 3 credits

Forces Influencing Business in the 21st Century
This course introduces new graduate students to strategies for academic success within the University of Phoenix and explores issues and institutions that affect business outside the direct control of the organization. Topics include University of Phoenix Graduate School tools and competencies; written and verbal communication skills; an introduction to microeconomics and macroeconomics; legal, regulatory, political, and social environments; and environmental scanning.

MMPBL 502 ~ ................................................................. 3 credits

Managing the Business Enterprise
This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, organizational behavior, marketing, operations management, planning the organization’s future, and risk management.

MMPBL 503 ~ ................................................................. 3 credits

Introduction to Finance and Accounting
This course introduces fundamental concepts of using accounting principles and financial tools and analysis for effective managerial decision making. Topics include the role of the financial manager in the organization, concepts and principles underlying financial accounting practices, financial statement analysis, and operational planning and budgeting.

MMPBL 520 ~ ................................................................. 3 credits

Transformational Leadership
This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MMPBL 530 ~ ................................................................. 3 credits

Human Capital Development
This course examines the role of the manager in developing human capital within the organization. Topics include theories on organizational behavior and individual motivation, skills gap analysis, alignment of staff capabilities with organizational needs, succession planning strategies, retention of innovative talent, motivation of mid-tier performers, human behavior, motivation, and compensation systems, and future trends in human capital development.

MMPBL 540 ~ ................................................................. 3 credits

Conflict Management
This course prepares the manager to identify problems and opportunities arising from conflict among parties and stakeholders in organizations, to analyze those problems in detail, and to design and implement successful solutions to benefit from the opportunities and achieve the desired end state for the organization. Topics include the legal and regulatory environment of the employment relationship; the process of conflict and how it impacts organizations; and the application of negotiation, mediation, and other non-judicial dispute resolution techniques to resolve conflict to benefit the organization and stakeholders.

MMPBL 550 ~ ................................................................. 3 credits

Creativity, Innovation, and Organizational Design
This course examines the concepts of the learning organization, viewing learning from an individual and an organizational perspective, and provides students with insights as to how to use organizational development (OD) methods as a tool for problem solving and organizational intervention. Topics to be covered include the underlying theory, orientation, and application of key OD methods; the design and implementation of organizational interventions to move an organization from a current to a desired future state; and talent management.

MMPBL 560 ~ ................................................................. 3 credits

Managing in a Cross-Cultural Environment
This course introduces issues today’s managers face when dealing with a cross-cultural workforce and provides insight and tools that can be used to meet cross-cultural challenges in business. Topics include cross-cultural differences in decision making, the importance of cross-cultural awareness and training, implementation and measurement of diversification initiatives, organizational issues in the multicultural workplace, elements of culture, and management styles of global companies.

MMPBL 570 ~ ................................................................. 3 credits

Corporate Governance
This course introduces students to the principles of corporate governance and the role of the mid-level manager in ensuring that corporate governance processes are implemented and monitored. Topics to be covered include corporate governance principles, stakeholder and leadership considerations, the role of the mid-level manager in corporate governance, the role of ethics in the governance process, and tools for governance compliance and transparency.

MMPBL 580 ~ ................................................................. 3 credits

Marketing Management
This course examines the role and importance of marketing management in every organization competing in highly diverse local and global markets. Topics include aligning marketing with overall business strategy; assessment of internal and external environments; leveraging market research to understand customer needs and forecast demand; reorienting organization functions around customers; integrated marketing communications; and developing and measur-
ing marketing plans.

MMPBL 590 ~ ................................................................. 3 credits

Strategies for Competitive Advantage
This course focuses on creating the value proposition as a driver of sustainable competitive advantage. Topics include translating key emerging trends into business opportunities; strategic challenges of global expansion; opportunities and constraints posed by regulatory change; competitor intelligence; scenario planning/planning for multiple futures; maximizing core business value; differentiating the value proposition; distribution channel development and integration; tailoring the value chain; building successful strategic alliances; and off-shoring models and approaches.

MTE 500 ................................................................. 0 credits

Orientation to the Special Education Certification Program
This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, Electronic Resources, E-Portfolio, and technology resources will be discussed.

MTE 505 ~ ................................................................. 3 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 501................................................................. 2 credits

The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 501CA ~ ................................................................. 2 credits

The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 506 ................................................................. 2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 507................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 508CA ~ ................................................................. 3 credits

Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 520 ~ ................................................................. 3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 520CA ~ ................................................................. 3 credits

Reading and Phonological Theory
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.

MTE 531 ~ ................................................................. 2 credits

Curriculum Constructs & Assessment: History/Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 531CA ~ ................................................................. 2 credits

Curriculum Constructs and Assessment: History/Social Science

This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 532 ~ ................................................................. 4 credits

Curriculum Constructs & Assessment: Science and Math

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 532CA ~ ................................................................. 4 credits

Curriculum Constructs and Assessment: Science and Math

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ~ ................................................................. 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 534CA ~ ................................................................. 2 credits

Curriculum Constructs and Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 536 ~ ................................................................. 3 credits

Children’s Literature

This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied, as well as the application of children’s literature to instruction and assessment in reading. Methods for incorporating the use of children’s literature in all content areas will also be examined.

MTE 537 ~ ................................................................. 2 credits

Curriculum Constructs & Assessment: Physical Education/Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 537CA ~ ................................................................. 2 credits

Curriculum Constructs and Assessment: Physical Education/Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 538 ~ ................................................................. 3 credits

Curriculum Constructs and Assessment: English/Language Arts

This course explores the application of basic instructional methods to the content area of English/language arts. Participants identify the educational needs of students by exploring current instructional theory, models, strategies, and standards as they relate to instruction, assessment, and accountability. Social issues that impact reading, listening, speaking, and writing in the classroom are discussed. The course also helps current and prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 539 ~ ................................................................. 2 credits

Curriculum Constructs and Assessment: Secondary Methods

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

MTE 541 ~ ................................................................. 2 credits

Language Development for Secondary Settings

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition develop-
ment within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 541CA ~ ................................................................. 2 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 542 ~ ................................................................. 3 credits

Curriculum Constructs and Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching reading at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

MTE 543CA ~ ............................................................... 3 credits

Curriculum Constructs and Assessment: Secondary Visual and Performing Arts (CA only)
This course explores the theory, application, and strategies of teaching the visual and performing arts in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills as they relate to visual and performing arts instruction.

MTE 544 ~ ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Mathematics
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 544CA ~ ............................................................ 3 credits

Curriculum Constructs and Assessment: Secondary English/Language Arts
This course focuses on the most current research, theory, and methods of teaching reading at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

MTE 546 ~ ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary English/Language Arts
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 546CA ~ ............................................................ 3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 547 ~ ................................................................. 3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 547CA ~ ............................................................ 3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 547CA ~ ............................................................ 3 credits
secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 548 ............................................................ 3 credits

Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 548CA .................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 549 ..................................................... 2 credits

Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 551CA .................................................. 3 credits

Curriculum Constructs and Assessment: Global Languages (CA only)
This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 551CA .................................................. 3 credits

Curriculum Constructs and Assessment: Physical Education (CA only)
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 552 ............................................................ 3 credits

Curriculum Constructs and Assessment: Reading Methods
This course focuses on the most current research, theory, and methods of teaching reading. Various instructional and assessment techniques are modeled. A practical application project is incorporated into the course requirements.

MTE 553 ............................................................ 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 554 ............................................................ 3 credits

Foundations of Instruction for Limited-English Proficient Students
This course introduces students to the historical, legal, and theoretical frameworks of education for second language learners. It also identifies effective instructional models and teaching practices and defines aspects of multicultural education that impact the development of programs for second language learners.

MTE 555 ............................................................ 3 credits

Linguistics
This course introduces students to the nature of language, how the brain processes language, and the role of language in society. It also addresses grammatical aspects of language such as morphology, syntax, semantics, phonetics, pragmatics, and writing development. Stages of language acquisition and bilingual development will be discussed.

MTE 556 ............................................................ 3 credits

Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ............................................................ 3 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second lan-
Curriculum Constructs and Assessment: Secondary Health Science

This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants examine the contexts of societl issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 561 ~ ................................................................. 3 credits

Action Research

This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MTE 561 ~ ................................................................. 3 credits

Assessment and Evaluation

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 580 ~ ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Business and Marketing

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

MTE 590 ~ ................................................................. 3 credits

Student Teaching

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 591 ~ ................................................................. 3 credits

Student Teaching Seminar II

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on classroom experiences.

MTE 593 ~ ................................................................. 3 credits

Student Teaching Seminar III

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

MTE 598 ~ ................................................................. 4 credits

Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 599 ~ ................................................................. 4 credits

Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
MTH 506  ...................................................................................... 3 credits
Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.

MTH 520  ...................................................................................... 3 credits
Curriculum Constructs and Assessment: Mathematics
This course explores the mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTH 530  ...................................................................................... 3 credits
Linear Algebra
The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.

MTH 535  ...................................................................................... 3 credits
Geometry
This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 540  ...................................................................................... 3 credits
Statistics
This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 559  ...................................................................................... 3 credits
Role of the Nurse Practitioner
This course explores the many facets of the role of the nurse practitioner including legal parameters, liability, and team relationships. Students will evaluate and discuss different practice settings. As well as become familiar with community resources and regulating and professional groups. Aspects of quality assurance and peer review will be emphasized. Communication theories related to interviewing and counseling techniques and the role of the nurse practitioner are also emphasized. Ethical health issues and the impact of social, cultural, and economic influences impacting the contemporary woman will be critically analyzed. Student will also refine their writing and communication skills, as well as critique nursing literature.

NRP 505  ...................................................................................... 3 credits
Role of the Advanced Practice Nurse
This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 514  ...................................................................................... 4 credits
Advanced Health Assessment
Emphasis is placed on the advanced practice of history taking, conducting a physical examination, primary care, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. Appropriate interventions and consultations will be derived from the identified health problems. This course incorporates 56 hours of practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 516  ...................................................................................... 4 credits
Advanced Health Assessment
Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for patients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 533  ...................................................................................... 3 credits
Preceptorship
During the next 5 to 6 months, students will complete 368 hours of preceptored clinical experience in a clinical setting. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that allows them to function upon completion of the preceptorship independently in the nurse practitioner role.

NRP 540  ...................................................................................... 5 credits
Management of Pediatric and Adolescent Populations
This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 545 A  ...................................................................................... 3 credits
Adult and Geriatric Management
This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
Clinical Procedures
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.

NRP 551 ~ ................................................................. 1 credit

Clinical Procedures
This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be EKG, x-ray, and spirometry interpretation as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 552 ~ ................................................................. 3 credits

Management of Women’s Health Issues
This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women’s health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women’s health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.

NRP 560 ~ ................................................................. 4 credits

Preceptorship
This 460-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.

NRP 566 ~ ................................................................. 4 credits

Preceptorship
This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NTP 500 ~ ................................................................. 3 credits

Networking Concepts
This course examines local area networks, wide area networks, enterprise wide networking, Internet, Intranets, topology mapping. Particular emphasis is placed on the selection of network solutions relative to business needs and emerging communication technology.

NUR 513 ~ ................................................................. 3 credits

Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ~ ................................................................. 3 credits

Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

NUR 531 ~ ................................................................. 3 credits

Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

NUR 542 ~ ................................................................. 2 credits

Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 544 ~ ................................................................. 3 credits

Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NUR 550 ~ ................................................................. 3 credits

Issues in Advanced Practice Nursing
This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NUR 587 ~ ................................................................. 3 credits

Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

NUR 588 ~ ................................................................. 3 credits

Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and
learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A ~........................................................................................................... 3 credits

Nursing Practicum
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 590B ~........................................................................................................... 3 credits

Nursing Practicum
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 598 ~........................................................................................................... 3 credits

Nursing Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 700 ~........................................................................................................... 3 credits

Professional Nursing Leadership
This course surveys theories, skills, risks, and rewards related to professional nursing leadership and innovation. This course also examines the dynamics of change and how it influences strategic planning.

NUR 701 ~........................................................................................................... 3 credits

Philosophy of Nursing Science
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.

NUR 702 ~........................................................................................................... 3 credits

Theory Construction and Concept Analysis
Learners will identify phenomena of interest, conduct a concept analysis, and develop components of a theoretical framework.

NUR 703 ~........................................................................................................... 3 credits

Theoretical Applications in Evidence-Based Practice
This course addresses decision-making processes using evidence-based data. This course examines midrange theories with application of theoretical frameworks to practice. Learners will demonstrate acquired competencies to generate research at the doctoral level by successfully completing a comprehensive paper based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

NUR 721 ~........................................................................................................... 3 credits

Components of Grant Writing
Learners will understand the process and application of developing research, educational, and service grants through the development of a proposal. Learners will examine the process of identifying funding sources.

NUR 725 ~........................................................................................................... 3 credits

Methods for Clinical Research
This course provides the methods necessary for conducting and analyzing clinical research and the application of scientific methods to a clinical problem. Professional standards for testing are reviewed and consulted at all phases of the course. Ethical issues in testing, integration of testing in the overall assessment process, and cultural fairness and bias in testing are explored.

OPS 571 ~........................................................................................................... 3 credits

Operations Management
This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

OPS GM571 ~..................................................................................................... 3 credits

International Operations Management
This course applies planning and controlling concepts to increase the value of the global supply chain. Students learn to evaluate and improve processes across international borders. Other topics include process selection, process design, theory of constraints, project implementation, global capacity planning, lean production, global facility location, business forecasting, and logistics.

OPS HC571 ~..................................................................................................... 3 credits

Health Care Operations Management
This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

OPS TM571 ~..................................................................................................... 3 credits

Operations Management in Technology
This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in technology. Other topics include project tools, process selection and design, theory of constraints, project management and implementation, capacity planning, lean production, facility location, business forecasting, and resource management.

ORG 581 ~........................................................................................................... 3 credits

Organizational Design
This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, entrepreneurship, and lateral organizations.

ORG 707 ~........................................................................................................... 3 credits

Advanced Systems Thinking
With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.

ORG 711 ........................................................................................................... 3 credits

21st Century Issues in Organizational Behavior I
This course evaluates research on issues that organizations face in optimizing their performance. Topics include how an organization
Organization Development
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.

Organizational Theory and Design
On completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

The Impact of Technology on Organizations
This course continues research on issues that organizations face in optimizing their performance. Topics include how organizations develop a culture and set of political rules that define behavior within it, virtual teams, translating culture within a global organization, and conditions that predict success or failure for an organization that expands its mission.

Organizational Theory, Planning, and Change
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.

Organizational Diagnosis and Intervention
Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.

Organizational Development
This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

Public Policy Analysis
This course addresses how public policy is formulated, implemented, and evaluated amid multiple and competing stakeholder interests. Topics include the philosophy of public service, policy development, policy management and execution, establishing and measuring win-win criteria for policy success, constituency and stakeholder relations, interagency interaction and collaboration, media relations, and effective communication throughout the public policy process. Students will begin to develop a master’s project, which will be presented in the final specialization course.

Seminar in Public Administration
This course addresses how public policy is formulated, implemented, and evaluated amid multiple and competing stakeholder interests. Topics include the philosophy of public service, policy development, policy management and execution, establishing and measuring win-win criteria for policy success, constituency and stakeholder relations, interagency interaction and collaboration, media relations, and effective communication throughout the public policy process. Students will begin to develop a master’s project, which will be presented in the final specialization course.

Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

Philosophy of Education
Why educate? This course will commence with basic questions that underlie the purposes of formal and non-formal education. Global perspectives on values, beliefs, cultural referents, and goals of education will be examined from ancient days through current theorists. The course will culminate with the student’s developing a personal philosophy of education that emerges from the study of various philosophies, both formal and non-formal.

Knowledge of Theory and Practice
Upon completion of this course, learners will understand the purpose of inquiry and the wide spectrum of intellectual resources. Learners will clarify their individual philosophies regarding the def-
initiation, purpose, acquisition, and application of knowledge. The course provides an overview of the various theoretical frameworks for examining the nature of knowledge and cognition and the applications of knowledge as manifested in various fields of human endeavor. It will orient learners toward identifying their true goals in pursuing the doctoral program, as well as the methods by which they may achieve these goals.

PHL 717 ~ ................................................................. 3 credits

**Constructing Meaning**
The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

PHL 736 ................................................................. 3 credits

**Political Acumen and Ethics**
Upon completion of this course, learners will possess an insight into how leaders address current and future impacts on society and how leaders influence organizational commitment toward proactively addressing risk factors as well as legal, regulatory, and governmental requirements. Topics include public responsibility, organizational community involvement, and attaining and maintaining American corporation ethical standards in local and global environments.

PM 571 ~ ............................................................... 3 credits

**Project Management**
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

PM 582 ~ ............................................................... 3 credits

**Project Leadership**
This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 584 ~ ............................................................... 3 credits

**Project Risk Management**
This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586 ~ ............................................................... 3 credits

**Project Quality Management**
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.

PM 598 ~ ............................................................... 3 credits

**Project Management Capstone**
In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.

PSYCH 500 ~ .......................................................... 3 credits

**Lifespan Development**
This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development across the life span. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.

PSYCH 504 ~ .......................................................... 3 credits

**Personality Theories**
This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems and the underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives. Students also learn to recognize strategies and approaches in psychology that reflect identified personality theories as a foundation.

PSYCH 515 ~ .......................................................... 3 credits

**Advanced Abnormal Psychology**
This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology.

PSYCH 525 ~ .......................................................... 3 credits

**Measurements and Statistics**
This course provides students with a foundation in statistical methods and principles of measurement and assessment necessary for competency in research, evaluation, and treatment planning for professional psychology practice applications. Students learn statistical models, procedures, and measurement practices that are relevant to the mastery of examination procedures in psycho-educational assessment, organizational assessment, and clinical examinations that use standardized testing instruments, criterion based assessments and the Diagnostic and Statistical Manual of Mental Disorders (DSM).

PSYCH 535 ~ .......................................................... 3 credits

**Multicultural Psychology**
This course provides students with an in depth focus on cultural factors and cross-cultural perspectives in the field of psychology. Students learn to identify and consider cultural variables in the application of psychological theories and practices. Multicultural issues and valued diversity are the main content focus throughout the course.

PSYCH 538 ~ .......................................................... 3 credits

**Lifespan Development and Learning**
This course integrates learning theories and principles with advanced study of early childhood, elementary, middle, high school development, and adult learning in relation to educational practice.
Perspectives on behaviorism and cognitive and social learning are explored in the context of their practical application by the professional in the classroom.

PSYCH 540 ~ ............................................................................... 3 credits

**Research Methodology**
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students become critical evaluators of research, with emphasis placed on engaging the students in analytical reading of research literature in psychology and the application of skills in conducting primary behavioral research.

PSYCH 545 ~ ................................................................. 3 credits

**Survey of Professional Psychology**
This course surveys various professional activities in psychology and the legal and ethical responsibilities of the psychology professional. Students learn underlying ethical principles relevant to a broad range of issues in the field of psychology, as well as to interpret and act upon various situations appropriately and effectively. Content includes issues such as subject and client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

PSYCH 550 ~ ................................................................. 3 credits

**Psychology of Learning**
This course examines major theories of learning with relevance to instrumental and classical (Pavlovian) conditioning, cognitive learning processes, motivation, affect, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis on human learning from both behavioral and cognitive perspectives.

PSYCH 555 ~ ................................................................. 3 credits

**Social Psychology**
This course covers the basic theoretical foundations and recurrent themes in social psychology, including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations. Emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.

PSYCH 560 ~ ................................................................. 3 credits

**Cognitive Psychology**
This course surveys what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and the processes and pathology of language and thought. Cognitive models of information processing in humans and animals are reviewed.

PSYCH 570 ~ ................................................................. 3 credits

**Organizational Psychology**
This course is an in-depth look at organizational psychology and therefore covers the organizational side of the field, including the impact of the organizations on the individual and on groups of individuals. The dynamics and cultural characteristics of organizations are identified and described in-depth, and organizational development and change are given particular emphasis as well.

PSYCH 575 ~ ................................................................. 3 credits

**Physiological Psychology**
This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 700 ~ ................................................................. 3 credits

**Introduction to I/O**
This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 701 ~ ................................................................. 3 credits

**History and Systems of Psychology**
In this course learners examine the history of and different systems in psychology, the development of the discipline of psychology, and key factors that guided its evolution into present form. Different aspects of natural science, including rational and paradigmatic approaches, and how these aspects relate to social science are also examined.

PSYCH 702 ~ ................................................................. 3 credits

**Social Psychology**
This course covers the basic theoretical foundations and recurrent themes in social psychology (including attitudes, stereotyping, conformity, power, aggression, 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.

PSYCH 703 ~ ................................................................. 3 credits

**Personality Theories**
This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and humanistic theories. Emphasis is on the importance of learners recognizing belief systems and underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives and to recognize strategies and approaches in psychology that reflect identified personality theories as foundation.

PSYCH 704 ~ ................................................................. 3 credits

**Current and Future Topics**
Learners explore current issues facing the I/O professional, such as stress and conflict in the workplace, the impact of technology on employee morale, changing dynamics of the employee, and socioeconomic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.

PSYCH 705 ~ ................................................................. 3 credits

**Personnel Psychology**
Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral

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**University of Phoenix, 2011**

**GRADUATE**

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**A-121**
problems or issues in the workplace.

**PSYCH 706** ................................................................. 3 credits

**Human Performance, Assessment, and Feedback**
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.

**PSYCH 707** ................................................................. 3 credits

**Leadership Theory and Management Theory**
Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.

**PSYCH 708** ................................................................. 3 credits

**Work Motivation and Job attitudes**
This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.

**PSYCH 709** ................................................................. 3 credits

**Ethical, Legal, and Professional Contexts of I-O Psychology**
Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

**PSYCH 710** ................................................................. 1 credit

**Master's Project**
The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.

**PSYCH 720R** ................................................................. 3 credits

**Dissertation Process**
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.

**PSYCH 740** ................................................................. 3 credits

**Judgment and Decision Making**
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.

**PSYCH 750** ................................................................. 3 credits

**Consulting and Business Skills**
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.

**PSYCH 770** ................................................................. 3 credits

**Attitude Theory Measurement and Change**
Learners 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.

**PSYCH 780** ................................................................. 3 credits

**Consumer Behavior**
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.

**PSYCH 790** ................................................................. 3 credits

**Independent Study**
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.

**PSYCH 799** ................................................................. 1 credit

**Comprehensive Examination**
The purpose of this exam is for learners to demonstrate that they have acquired the requisite competencies to generate research at the doctoral level by successfully completing two comprehensive papers based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

**QNT 530** ................................................................. 3 credits

**Statistics and Research Methods for Managerial Decisions**
This course focuses on the role of statistics and business research as tools for the manager to use when making planning and operating decisions. The course prepares the manager to be a critical consumer of statistics capable of assessing the validity and reliability of statistics and business research prepared for the manager’s use. Topics include research design and data collection, survey design and sampling theory, probability theory, hypothesis testing, and research reporting and evaluating.

**QNT 540** ................................................................. 3 credits

**Research and Ethics in E-Education**
This course is an overview of the fundamentals of research and statistics. It is designed to provide students with the basic knowledge and skills needed to be successful in graduate level studies. Ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, and confidentiality are addressed. Students will examine the issues of information and intellectual property, privacy issues in a digital environment and
the relationship of individual, governmental and societal concerns in
an ever advancing and changing electronic community.

QNT 561 ~ ................................................................................... 3 credits

Applied Business Research and Statistics
This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

QNT 562 ................................................................. 3 credits

Data Analysis for Public Policy and Management
This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will design research instruments and collect data to measure and analyze effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pre-testing, post testing, correlation, and forecasting.

QNT 565 ~ ................................................................. 3 credits

Research Methods, Design and Analysis
This course applies research and probability concepts to project management decisions. Students will evaluate feasibility, manage risk, and measure outcomes for a project. Other topics include measures of central tendency & dispersion, program evaluation, research design, data sampling, and analysis & presentation.

QNT 575 ~ ................................................................. 2 credits

Measurement, Evaluation and Ethics in Research
In this course, the purpose of statistics as applied to educational research is introduced, inferential and descriptive measures are examined, and methods for evaluating and analyzing data are discussed. Students identify ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, confidentiality, and research using human subjects. Students are required to synthesize information presented in this class by appropriately addressing each element in their individual action research projects.

QNT HC561 ~ ................................................................. 3 credits

Applied Research and Statistics in Health Care
This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis – including parametric and nonparametric tests of hypothesis and regression analysis.

QNT TM561 ~ ................................................................. 3 credits

Research and Statistics for Process Control
This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

QRB 501 ............................................................................. 3 credits

Quantitative Reasoning for Business
This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 500 ................................................................. 3 credits

Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

RDG 501 ................................................................. 0 credits

Orientation to the Curriculum and Instruction Reading Program
This course is designed to provide an orientation to the primary components of the Curriculum and Instruction-Reading program. Candidates are introduced to the program’s progression and degree completion requirements. Field experience, the practicum, the teacher work sample, and completion of an e-portfolio are discussed.

RDG 504 ................................................................. 3 credits

Theoretical and Research Foundations of Language and Literacy
This course provides students with foundational knowledge in the study and application of research to critical issues in the field of literacy. Topics include research on the development and expansion of literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.

RDG 508 ................................................................. 3 credits

Diagnosis and Remediation of Reading Difficulties
This course provides participants with practice in current research-based assessment, diagnosis, and intervention for diverse learners with literacy difficulties. Participants explore the characteristics of struggling readers and appropriate instruction, as well as informal and formal assessments for progress monitoring. Participants also examine assessment results and create actual assessment reports with recommendations.

RDG 513 ................................................................. 4 credits

Elementary Reading Methods
This course offers an integrated approach to the teaching of reading. Students explore specific strategies designed to help construct meaning across the curriculum and across instruction. Word identification using semantic, syntactic, and graphophonetic cueing systems is addressed. In addition, this course emphasizes prereading techniques, vocabulary development, writing, universal access, motivational issues, and technology.

RDG 516 ................................................................. 3 credits

Children’s Literature and Cultural Diversity
This course prepares participants to use culturally diverse literature to improve speaking, reading, and writing skills. Participants learn to judge the literary quality and cultural authenticity of diverse literature, design and share learning activities, and explore communication opportunities. An additional focus is the design of instructional strategies that emphasize multicultural and gender-sensitive literature.
RDG 522.................................................................3 credits

**Reading and Writing Instructional Strategies for Elementary**

This course considers the guiding principles of literacy development of children kindergarten through 6th grade. It examines diversity and the role of culture, community, family, and language in children’s growth as readers and writers. In addition, it considers the influence of assessment, technology, and print choices on children’s reading and writing development.

RDG 523.......................................................................................3 credits

**Content Area Reading and Writing for Elementary**

This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Candidates examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, classroom management techniques, technology tools, media, and print materials which enhance children’s reading and writing in content areas are also examined.

RDG 524.......................................................................................3 credits

**Teacher Leadership**

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.

RDG 527.......................................................................................3 credits

**Content Area Reading and Writing for Adolescents**

In this course, participants explore the teaching of reading and writing in 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, and techniques for using reading and writing to learn. Also, methods for differentiating reading and writing for adolescents are examined.

RDG 528.......................................................................................3 credits

**Reading Assessment**

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.

RDG 530 ~.................................................................4 credits

**Curriculum Constructs and Assessment: Reading and Language Arts**

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 530CA ~.................................................................4 credits

**Reading and Writing Instructional Strategies for Adolescents**

This course considers the guiding principles of literacy development of adolescents in middle and high school. It examines diversity and the role of culture, community, family, and language in adolescents’ growth as readers and writers. In addition, it considers the influence of assessment, technology, and print choices on adolescents’ reading and writing development.

RDG 532.......................................................................................3 credits

**RDG 533.......................................................................................3 credits

**Remediation and Diagnosis of Reading Difficulties**

This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

RDG 539.................................................................4 credits

**Reading Skills and Practicum (K-8)**

This course is a reading practicum for K-8 educators.

RDG 540.................................................................3 credits

**Reading Skills and Practicum (K-5)**

This course is a reading practicum for K-5 educators.

RDG 541.................................................................3 credits

**Reading Skills and Practicum (6-12)**

This course is a reading practicum for 6-12 educators.
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th grade setting, is incorporated into the course requirements.

RDG 542CA ................................................................. 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening, and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work with a 7th-12th grade student, is incorporated into the course requirements.

RDG 542FE ~ ............................................................... 1 credit

Reading Field Experience
Students will complete reading field experience activities.

RDG 545 ................................................................. 3 credits

Culturally Responsive Reading Methods and Materials
This course focuses on reading and writing instructional methods that respond to the needs of culturally and linguistically diverse learners and the selection of materials to support that instruction. Candidates select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a plan for communicating instructional methods and materials selection to the community.

RDG 555 ................................................................. 3 credits

Diagnosis and Remediation of Reading and Writing Difficulties
This course focuses on assessing and addressing students’ strengths and needs in the areas of reading and writing. Topics include identifying appropriate assessments, managing implementation of assessments, and communicating assessment results to students and parents. In addition, selecting, planning, and implementing research-based instruction, selecting appropriate instructional materials, and using technology effectively are covered. The course includes a practical application project based on work with a student in a K-12 school setting.

RDG 560 ................................................................. 6 credits

RDG 562 ................................................................. 3 credits

Policy and Program Evaluation
This course prepares students to apply techniques to evaluate public sector programs. Students will evaluate policy alternatives using analytical tools. Other topics, at the state and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication.

RES 708 ~ ............................................................... 3 credits

Applied Research in Higher Education Administration
In this advanced research course, learners analyze and create data presentation strategies that translate complex research finding into actionable policy decisions. Building on their practical knowledge of research methodologies, learners study the conceptual aspects of research and the ways in which these aspects aid in the production of meaningful change within educational institutions.

RES 711 ~ ................................................................. 3 credits

Fundamental Principles of Sound Research
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.

RES 714 ~ ................................................................. 3 credits

Quantitative Methods and Statistical Analyses
This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.

RES 715 ~ ................................................................. 3 credits

Qualitative Methods
This course is designed to provide students with an overview of qualitative research approaches and 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.

RES 721 ~ ................................................................. 3 credits

Research Methods II
This research methods course is designed to transition learners from their research questions to selection and refinement of the specific methodology they will employ in their dissertation.

RES 722 ~ ................................................................. 3 credits

Research Design
How to apply methods of research and statistics to your proposal are identified. Writing the prospectus, collecting and analyzing data, as well as posing research questions are the focus of this course. Emphasis is placed on University of Phoenix dissertation models.

RES 723 ~ ................................................................. 3 credits

Advanced Statistical Research Methods and Design
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.
RES 724 ~ Qualitative Methods and Design
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.

RES 731 ~ Criterion Development, Performance evaluation, and Appraisal
This class will discuss norms, standardized samples, reliability, validity, proper interpretation of test scores, and the steps in test development. Descriptive statistical procedures are briefly reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. Professional standards for testing are reviewed at all phases of the course.

RES 750 ~ Approaches to Research: Quantitative/Qualitative I
This course surveys a broad range of quantitative and qualitative research methodologies to prepare learners to apply them to a variety of research questions. Topics include development of problem statements, purpose statements, research questions, and hypotheses; conducting a literature review (with an emphasis on reading and evaluating existing research) and ensuring originality of the contribution; and creating an initial research proposal for each of the three research topics identified during PSY/720R.

RES 751 ~ Approaches to Research: Quantitative/Qualitative II
Learners evaluate three research topics developed into draft concept papers during RES 750, determine which topics are the most effective and feasible to study, and continue refining two of the selected topics while learning about advanced qualitative and quantitative issues (e.g., phenomenology, grounded theory, critical theory, etc.).

RES 752 ~ Research Constructs and Design
This course requires learners to synthesize the cumulative knowledge gained from the previous three courses in order to develop an initial working draft of the dissertation concept paper.

RES 760 ~ Measurement of Constructs
The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation 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.

RES 760R ~ Consulting Processes in I/O
The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.

RES 765 ~ Multivariate Statistics
This course focuses on statistical approaches that simultaneously examine multiple variables. Learners will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and structural equation modeling.

RES 770 ~ Psychometrics
Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.

SCHC 505 ~ Human Development and Family Change Across the Lifespan
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.

SCHC 506 ~ School Counseling Theories and Personality Models
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.

SCHC 510 ~ Human Diversity and Special Populations in School Counseling
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.

SCHC 510PR ......................................................... 3 credits

**Multi-Cultural Issues in School Counseling**
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.

SCHC 515 ......................................................... 3 credits

**Legal and Ethical Issues in Counseling and Schools**
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.

SCHC 517 ......................................................... 3 credits

**Foundations of School Counseling**
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.

SCHC 519 ......................................................... 3 credits

**Delivery of Services in School Counseling**
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.

SCHC 525 ......................................................... 3 credits

**Individual Counseling: Children and Adolescents**
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.

SCHC 537 ......................................................... 3 credits

**Research and Data Analysis in School Counseling**
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.

SCHC 544 ......................................................... 3 credits

**Clinical Assessment and Student Evaluation**
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 multi-disciplinary team for special education planning.

SCHC 554 ......................................................... 3 credits

**Group Counseling: Children and Adolescents**
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.

SCHC 556 ......................................................... 0 credits

**Portfolio II**
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.

SCHC 562 ......................................................... 3 credits

**Student Vocational Development and Career Counseling**
This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in 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.

SCHC 571 ......................................................... 3 credits

**School Counseling Administration**
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.

SCHC 592 ......................................................... 3 credits

**Practicum in School Counseling**
The Practicum is designed to help students make a transition from the academic study of school guidance and counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive guidance 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.
Secondary Student Teaching Part B

This course will focus on the elements of the CaITPA 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.

Structured English Immersion

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

Structured English Immersion

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

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

Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

SEM 700R ~ ................................................................. 0 credits

Social, Political, & Ethical Aspects of Higher Education
SOC 721 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.

SOC 721 ~ ................................................................. 3 credits

Spanish for Educators, Part I
This Spanish language course introduces participants to simple grammar and knowledge of the Hispanic culture. The course prepares educators who are beginning Spanish-language learners to communicate with English language learners (ELLs) and their parents. The emphasis is basic communication skills associated with real-life situations, the classroom, and school terminology. No prior knowledge of Spanish is necessary.

SPAN 502 ~ ................................................................. 3 credits

Spanish for Educators, Part II
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.

SPAN 503 ~ ................................................................. 3 credits

Special Education Assessment & Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

SPE 513 ~ ................................................................. 3 credits

Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 514CA ~ ................................................................. 2 credits

Special Education Field Experience
Students will complete special education field experience activities.

SPE 531 ~ ................................................................. 1 credit

Characteristics of MR & Developmental Disabilities
This course examines issues related to the instruction of students with mental retardation and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with mental retardation and developmental disabilities.
Inclusion Strategies of the Special Educator

This course examines the characteristics of students with learning disabilities, causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 537 ~ ..................................................................................... 3 credits

Characteristics of Learning Disabilities

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaboration activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 582 ~ ..................................................................................... 3 credits

Special Education Student Teaching: Cross-Categorical, Seminar II

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SPE 583 ~ ..................................................................................... 3 credits

Characteristics of Physical & Health Disabilities

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ~ ..................................................................................... 3 credits

Characteristics of Emotional & Behavioral Disabilities

This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.

SPE 557 ........................................................................................ 3 credits

Collaboration with Families of Students with Disabilities

This course focuses on the roles of the special education teacher as the student transitions from special education into adult living. The course examines transition planning between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of students with disabilities 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.

SPE 558 ........................................................................................ 3 credits

Transition Planning for Adolescents with Disabilities

This course focuses on the role of the special education teacher as the student transitions from special education into adult living. The course examines transition planning between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of students with disabilities 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.

SPE 575 ........................................................................................ 3 credits

Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 579 ........................................................................................ 3 credits

Inclusion Strategies for the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 579 ........................................................................................ 3 credits

Characteristics of Exceptionalities

This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

STR 575 ........................................................................................ 3 credits

Strategic Marketing

This course prepares students to evaluate marketing and strategic choices of an organization. Students will analyze a series of case studies to recommend changes needed to achieve organizational marketing goals and strategy. Other topics include generic & grand strategies, strategic analysis, competitive advantage, consumer
behavior, and branding.

STR 581 ~ .............................................................................. 3 credits

**Strategic Planning and Implementation**

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

STR EM581 ~ ........................................................................ 3 credits

**International Strategic Planning and Implementation**

This capstone course integrates international concepts from all prior courses in the program. Students apply the concepts of internationalizing strategic planning and implementation to create sustainable competitive advantage for an organization presented across borders. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, and direct foreign investment.

STR GM581 ~ ........................................................................ 3 credits

**Implementing Business Strategy**

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to develop a business plan for a small or start-up business. Other topics include environmental scanning, strategic analysis, social responsibility, implementation, evaluation, and risk management.

STR SB581 ~ ........................................................................ 3 credits

**Strategic Planning and Implementation in a Technological Environment**

This content area capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for a technical organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, portfolio management, and the business case for commercializing technology.

SYS 540 ~ ........................................................................ 3 credits

**Systems Thinking and Performance Measurement**

This course is designed to create an awareness of systems thinking in a way that guides and influences the optimization of organizations. Students will learn how to analyze relevant data and apply performance measurement tools as a means to improve organizational performance. Topics include introduction of system thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.

TESL 532 ~ ........................................................................... 3 credits

**Linguistics**

Linguistics introduces K-12 educators to the study of the nature, structure, and acquisition of language. The first and second language acquisition process, the cultural implications of language and classroom instruction, and the integration of theory and practices are also illustrated. Particular emphasis is given to semantics, pragmatics, syntax, phonetics, and grammar are emphasized.

TESL 534 ~ ........................................................................... 3 credits

**Cultural Component For ESL/BLE**

This course examines multicultural education. Students become familiar with beliefs, customs, and traditions of diverse cultures enabling them to implement multicultural curriculum. Students learn to integrate multicultural curriculum using a variety of instructional strategies.

TMGT 510 ~ ........................................................................... 3 credits

**Project Management in the Technological Environment**

This course presents project management concepts, methodologies, and tools that assist in effectively managing complex, inter-functional technology development projects and programs. The course focuses on the need for leadership, teamwork, and organizational skills. Important performance parameters for planning, cost control, scheduling, and productivity are introduced and are accompanied with discussions on traditional and state-of-the-art tools and systems.

TMGT 540 ~ ........................................................................... 3 credits

**Management of R&D and Innovation Processes**

This course explores the role of research and development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.

TMGT 550 ~ ........................................................................... 3 credits

**Technology Transfer in the Global Economy**

This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within global business to meet the goals of the strategic plan.

TMGT 590 ~ ........................................................................... 3 credits

**Applications of Technology Management**

This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology or infrastructure in an organization.

TPA 001 .............................................................................. 1 credit

**Subject Specific Pedagogy**

This course addresses task one of California’s Teaching Performance Assessment: Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy. This course will offer an overview of the California Teaching Performance Assessments, their history, California Teaching Performance Expectations and their connections to the Teaching Performance Assessments. Students will review the elements of task one, Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy, including understanding what the task measures, constructing high quality responses and demonstrating their knowl-
edge of principles of content-specific pedagogy and developmentally appropriate pedagogy through the task’s exercises.

TPA 002 ........................................................................................................1 credit

**Designing Instruction**

This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.

VTE-ED 570 ........................................................................................................3 credits

**Educational Foundations**

This course examines the major issues in United States education and their historical, social, cultural, economic, and philosophical bases. The course also investigates the implications of instructing diverse student populations.

VTE-ED 571 ........................................................................................................3 credits

**Growing and Learning Theories**

This course is a study of growing and learning theories 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, investigative methods and research processes in human development are explored.
COLLEGE EXTENSION AND CREDIT-BEARING CERTIFICATE COURSES

Courses are listed alpha numerically based on the academic discipline prefix. Each course description is followed by the number of credits the course carries.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ADM 540 ...................................................................................... 3 credits
School Finance

ADM 502 ...................................................................................... 3 credits
Advanced Accounting Information Systems

ACC 563 ~.................................................................................... 3 credits
Accounting Theory

ACC 583 ~.................................................................................... 3 credits
Advanced Corporate Income Tax

Advanced Cost Accounting

This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 590 ..................................................................................... 3 credits
Internship of the Supervisor

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.

ACC 591 ..................................................................................... 3 credits
Internship on the Principalship

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.

ACC 592 ..................................................................................... 3 credits
Internship on the Superintendency

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.

AUT 500 ..................................................................................... 3 credits
Foundations of Autism Spectrum Disorders

This course provides foundational information about Autism Spectrum Disorders. Participants examine the effect of inclusion, staffing issues, budgets, outside sources, and the rights of students and parents.

ADM 590 ..................................................................................... 3 credits
Internship on the Principalship

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.

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BLE 530 ........................................................................................ 3 credits
Foundations of Instruction for Limited-English-Proficient Students

This course introduces students to the historical and theoretical frameworks of English as a Second Language (ESL) and Bilingual education (BLE) in the United States. It also identifies current instructional models and teaching practices and defines aspects of multicultural education that affect the development of ESL/BLE programs.

BLE 537 ........................................................................................ 3 credits
Methods for Bilingual Education

This course focuses on the strategies appropriate for teaching Bilingual Education. It introduces the theories, methods, and approaches for instructional techniques.
Methods of Bilingual Education

This supervised practicum focuses on the practical application of ESL/bilingual teaching skills. Teachers will have opportunities to plan, implement, and evaluate classroom activities with ESL/bilingual students and will present a completed portfolio demonstrating their competence. Applies to ESL endorsement.

CBSTP 1010 ................................................................. 0 credits

CBTEST Prep - Mathematics

This course helps students prepare for the CBEST (California Basic Educational Skills Test) exam by reviewing key math skills. It focuses on estimation and measurement, statistics, problem solving, graphic relationships, and numerical concepts and skills covered on the exam. The course will provide sample questions and strategies for successfully studying and passing the test.

CBSTP 1020 ................................................................. 0 credits

CBTEST Prep - Reading/Writing

This course helps students prepare for the California Basic Educational Skills Test (CBEST) by reviewing key reading and writing skills. It focuses on reviewing the specific reading and writing competencies found on the exam, as well as providing important test-taking strategies.

CCP 300 ................................................................. 3 credits

Call Center Management Overview and Applications

This course provides an overview of the business of call centers. Areas of emphasis include operations, people, customer relationships, leadership, and business management.

CCP 301 ................................................................. 3 credits

Strategies for Managing Call Center Personnel

This course exposes students to all aspects of staff planning and development in a call center environment. Areas examined include recruitment, training, motivational strategies, labor regulations, human resource practices, and personnel performance management.

CCP 302 ................................................................. 3 credits

Call Center Operations Management I

This course is the first in a two-part call center operations management series that concentrates on call center development, resource planning, and resource management. Students are guided through the complex process of operational planning in the call center environment. Areas of emphasis include operational elements, organizational structures, roles and responsibilities, and workforce planning and design.

CCP 303 ................................................................. 3 credits

Call Center Operations Management II

This course is the second in a two-part series that concentrates on call center operations management. Students explore topics such as call center delivery technologies, management tools, performance measurements, performance communications plans, and risk management. Successful completion of both operations management courses assists students in anticipating the needs of and developing operational plans for call centers.

CCP 304 ................................................................. 3 credits

Leveraging Customer Relationships

This course focuses on leveraging customer relationships in a call center environment. Students examine customer relationship management strategies, tools, tactics, technologies, and applications.

CCP 305 ................................................................. 3 credits

Strategic Call Center Thinking

This call center management capstone course is designed to inspire call center professionals to develop an in-depth understanding of call center operations. Students are given the opportunity to utilize project management skills in the development of call center audits and strategies to improve overall operational and financial performance.

CED 528 ................................................................. 3 credits

Discovering the World of Multimedia

This course prepares participants with basic computer skills to design and integrate multimedia that enhances student engagement and learning. Participants explore multimedia presentation software, still images, and video, as well as delivery methods for a student-centered learning environment.

CIS 319 ................................................................. 3 credits

Computers and Information Processing

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

CMGT 430 ................................................................. 3 credits

Enterprise Security

This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of the enterprise.

CMGT 432 ................................................................. 3 credits

Introduction to Cryptography

This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today's information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.

CMGT 440 ................................................................. 3 credits

Introduction to Information Systems Security

This course introduces security principles and issues that IT professionals must consider. The course surveys current and emerging security practices and processes as they relate to: information systems, systems development, operating systems and programming, database development and management, networking and telecommunications, and the Internet.

CMGT 442 ................................................................. 3 credits

Information Systems Risk Management

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory
considerations will also be examined relative to development, implementation and use of computer based information systems.

COM 515 ................................................................. 1 credit

Managerial Communication
This course provides new graduate students with an introduction to the graduate-level program and strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication and resources; individual and group presentation techniques; electronic research resources; introduction to the purpose and uses of the electronic portfolio, critical thinking, stress, and time management, and Learning Team processes.

COM 516 ................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and Learning Team processes.

COUN 531 ................................................................. 3 credits

Foundations for Group Facilitation
This course examines the foundation and best practices of small group work within a school setting. Students are presented with techniques and leadership strategies for the school-based professional who is interested in working with students who may benefit from the task and psychoeducational small group processes.

CPMGT 300 ................................................................. 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 ................................................................. 3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 ................................................................. 3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ................................................................. 3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMGT 304 ................................................................. 3 credits

Leading Projects in Organizations
This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305 ................................................................. 3 credits

Project Management Capstone
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

CUR 558 ................................................................. 3 credits

Foundations of Curriculum and Instruction
This course focuses on understanding what curriculum is and how it is developed in schools. Curriculum planning is examined, as is the philosophy in this process. Procedures involved in curriculum development, planning, implementation, and evaluation are addressed; practical application is emphasized.

EBUS 500.1 ................................................................. 3 credits

e-Business Principles and Practices
This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management, how to leverage technology enhance business processes, the unique characteristics of e-marketing, and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

EBUS 510 ................................................................. 3 credits

e-Business Operations
This course integrates business processes and technology for new and existing organizations conducting e-Business. Key business processes included are Enterprise Resource Planning, Customer Relationship Management, Selling Chain Management, Supply Chain Management, E-Procurement, and Knowledge Management. These are linked to the appropriate application architecture for different business models.

EBUS 520 ................................................................. 3 credits

e-Marketing Theory and Application
This course examines the theory and application of electronic marketing. In addition to looking at the new marketing mix, which applies the Internet to the traditional marketing functions of product, price, distribution, and promotion, students will gain experience in Web site strategy and e-business market planning.

EBUS 540 ................................................................. 3 credits

e-Strategy Formulation and Implementation
This course develops the concept of strategy as applied to the
dynamic e-business environment. Students will learn to formulate, implement, and evaluate global e-business solutions. This course integrates strategy and policy formulation, e-business architecture, marketing strategy, and legal and ethical considerations.

**Early Childhood Student Teaching, Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**Early Childhood Student Teaching, Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**Orientation to Administration and Supervision**

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

**Leadership and Collaborative Processes**

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

**Business and Facilities Management**

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

**Education Finance and Budgeting**

This course examines the concepts and theories that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. The practical application of these concepts and theories will be experienced in the development of district/school budget planning and development.

**School Law for Educators**

This course allows students to examine legal theory and practice in context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practice.

**Human Resources Management in Education**

This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resources department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, collective bargaining, staff development, and evaluation of personnel and their legal implications are emphasized.

**Instructional Program Management and Evaluation**

This course is designed to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, data-driven institutional improvement, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning.

**School Policy and Law for Principals**

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

**Human Resources Management in Education**

This course is designed to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, data-driven institutional improvement, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning.

**The Role and Functions of the Principal**

This course examines the roles and functions of the principalship and explores educational leadership. Research, theory, and systemic change are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century.

**Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, it focuses on the equitable participation of students, families, teachers, and staff in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

**Administrative Internship**

The internship experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.
EDA 591A ......................................................................................1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

EDA 591B ~ .................................................................1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

EDA 591C ~ .................................................................1 credit

Principal Internship Part III: Community and Media Relations
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

EDA 594ACA ~ ............................................................1 credit

Administrative Practicum Part I: Instructional Leadership
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

EDA 594BCA ~ ............................................................1 credit

Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

EDA 594CCA ~ ............................................................1 credit

Principal Practicum Part III: Professional Perspectives and Reflective Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

EDA 507 .................................................................3 credits

Preventing School Violence
This course focuses on leadership strategies to promote safe school environments. Strategies to resolve conflict, build community partnerships, promote a positive culture, and create crisis plans are explored. Participants generate ideas, plans, and tools for resolving violence in schools.

EDA 508 .................................................................3 credits

Teaching Critical Thinking Skills in the Classroom
Participants learn to enhance their diverse students’ higher-order thinking, a necessity for success in the 21st century. Participants work on strategies and technology tools that support analytical, creative, and practical thinking in instruction, assessments, and the classroom environment. Participants also share ideas with peers in analytical, creative, and practical ways, such as wikis, digital presentations, comic strips, and songs.

EDA 520 ~ .................................................................3 credits

Critical Issues in Education
This course is designed to allow students to explore current educational issues and innovations in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today’s society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and moral education are discussed in relation to schooling.

EDA 522 ~ .................................................................3 credits

Overview of Online Teaching
In this course, students are introduced to the elements of online teaching at the K-12 level. In addition, students examine a variety of online pedagogical skills and strategies related to teaching and delivering curriculum in the online environment. The national standards and research-supported promising practices for quality online teaching are explored. Copyright and other issues related to academic integrity in the online classroom are also discussed.

EDA 524 .................................................................1 credit

Targeting Arizona’s Instrument to Measure Standards
This course is designed to explain how Arizona’s Instrument to Measure Standards (A.I.M.S.) is used to assess students’ knowledge and skills in relation to the Arizona Academic Standards. Individuals taking this course will be provided with a brief historical background of the development process used to create A.I.M.S. and procedures used to validate the assessment. The assessment will be explained in terms of the type of test items, grading procedures, and required cut-scores. The rubric used to grade student writing samples, known as the six-trait analytical writing rubric, will also be presented to assist teachers in integrating this rubric into their daily writing activities. Instruction will be provided showing how to integrate Arizona’s Academic Standards for students into lesson plans and to create simple assessments to evaluate these standards. This is an Arizona-specific course.

EDA 526 .................................................................1 credit

No Child Left Behind
This is a course designed to teach the fundamentals of the legislation on "No Child Left Behind."

EDU 529 .................................................................3 credits

Coaching and Mentoring for Online Teaching
In this course, students will be introduced to best practices for coaching, supporting, and mentoring online teachers, including online teacher induction programs through veteran online teachers. Various methods of evaluating online teacher effectiveness will be examined. A variety of strategies and tools for supporting online teacher collaboration will be emphasized. Each student must have computer and Internet access for this course.
Foundations of Response to Intervention

This course provides participants with the background and history of Response to Intervention. Participants explore school-wide screening, data-based decision making, progress monitoring, and culturally responsive assessment practices. Participants also analyze the characteristics of Tiers I, II, and III, recommend evidence-based interventions, and describe the roles of school personnel in Response to Intervention implementation.

EDD 538 ....................................................................................... 3 credits

Foundations of Personal Finance in Education

This course provides participants with the necessary content for teaching personal financial education. Content is aligned to state and national content standards for financial literacy. Participants learn critical decision making for financial planning, savings, investing, managing debt, career planning, retirement, and insurance as they calculate and prepare financial documents. Note: Methods for teaching financial education are covered in EDD 537.

EDTC 560 ~ ................................................................. 3 credits

Applications of Multimedia and Web Page Design

This course gives students the opportunity to design and create Web pages and multimedia. The focus is on the importance of planning, principles of good Web-page design, the elements of multimedia, and the integration of multimedia. The appropriate use of Web pages and multimedia will be analyzed. The multimedia project team in instructional design is emphasized.

EDTC 570 ~ .............................................................................3 credits

Courseware Authoring

This course examines the processes and approaches using courseware to design and develop learning objects. This course will focus on the systematic processes and techniques of computer-mediated instruction that include analysis, design, development, implementation, and assessment.

EDU 521 ~ ................................................................. 3 credits

Technologies for Online Teaching

This course prepares teachers to effectively use technology and media in online teaching, including course management systems and student information systems. The benefits and challenges of using audio, video, and collaborative technology tools in the virtual classroom will be examined. Particular emphasis will be given to using web-based tools and promoting 21st-Century skills in the online environment. Current and emerging trends in Internet technology will also be addressed. Each participant must have computer and Internet access for this course.

EDU 522 ................................................................. 3 credits

Overview of Online Teaching

This course introduces participants to the elements of online teaching at the K–12 level. In addition, participants examine a variety of online pedagogical skills and strategies related to teaching and delivering curriculum in the online environment. The national standards and research-supported promising practices for quality online teaching are explored. Copyright and other issues related to academic integrity in the online classroom are also discussed. Each participant must have computer and Internet access for this course.

EDU 524 ................................................................. 3 credits

Organizing and Managing the Online Classroom

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.

EDU 527 ................................................................. 3 credits

Differentiating Instruction in the Online Classroom

This course focuses on strategies and techniques for differentiating online instruction to meet the learning needs of diverse students. Particular emphasis is on techniques for working online with at-risk students and students with special needs. Participants develop appropriate assessments and scoring tools to determine individual student achievement and mastery. Each participant must have computer and Internet access for this course.

EDU 528 ................................................................. 3 credits

Assessment in the Online Classroom

This course prepares participants to assess online students effectively. Participants explore how to guide instruction using technology-driven data. Emphasis is placed on examining the validity and reliability of online assessment and learning to assess online teaching. Each participant must have a computer and Internet access for the course.

EDU 552 ................................................................. 3 credits

Effective Schools: Restructuring for the Future

This course focuses on what effective schools are doing to increase achievement and to enhance the learning of all students. Participants develop and implement a strategic school improvement plan with the aid of technology tools. The plan includes organization and structure, stakeholder engagement, shared governance, accountability, sustainability, and the support of diverse students.

EDU 574 ................................................................. 3 credits

Assessment and Evaluation

This course evaluates basic test terminology, instructional planning, the evaluation of student objectives, selection of tests for performance outcomes, lesson plan evaluation, exceptional students and the referral process.

EDU 578 ................................................................. 3 credits

Classroom Management

This course supports participants to manage their classrooms more effectively. Participants work on personal classroom preparation, setup, and time management. Participants learn how to establish and communicate expectations in a classroom, deal with discipline problems without loss of instructional time, and create a positive learning environment.

EDUC 577 ................................................................. 3 credits

Creative Bookbinding and Paper Arts for the Classroom Teacher

This course explores book arts and paper arts techniques to enhance art instruction and creativity in the classroom. The five hands-on workshops will cover techniques in decorative papers, handmade papers, printing, collage, and hand-bound books. Participants will learn to synthesize decorative and hand-made papers to create beautiful, non-adhesive bound books and collages. Participants will be able to synthesize book making into curriculum units that readily integrate visual art, history, writing.

ELD 502 ................................................................. 3 credits

Foundations of Instruction for English Learners

This course discusses standardized and authentic assessments and assessment strategies in the areas of literacy and biliteracy development of English Learners. Issues associated with the interdependent
relationship between teaching and assessment are addressed in addition to effective parental and/or community involvement in literacy development.

**ELD 504**

Assessment of English Learners

This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

**ELD 506**

Understanding Language Acquisition and Cognition

This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.

**ELD 535**

Teaching Reading and Writing to English Learners

This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.

**ELM 525**

Elementary Student Teaching

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**GEN 300**

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**GMGT 510**

Global Business Organization and Culture

This course examines the cultural and organization framework within which global business is conducted. Topics include socio-cultural forces, cultural analysis, communication strategies human resource investment and utilization, and managing across borders.

**GMGT 520**

External Environment of Global Business

This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organization, regional integration, and conflict resolution of global trade disputes.

**GMGT 530**

Internal Environment of Global Business

This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.

**GMGT 540**

Global Strategy Formulation and Implementation

This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategic choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

**GMGT 550**

Global Management Capstone Course

This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world.

**HCS 504**

Concepts of Health Care Informatics

This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

**HCS 510**

Systems Life Cycle

This course will focus on the selection and implementation of an information system within a health facility. The course will review the phase phases of the life cycle: planning, analysis, design, implementation and evaluation.

**HCS 520**

Data Management and Design

This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

**HCS 540**

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

**HCS 548**

Foundations of Gerontology

This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available pro-
Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

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.

Arizona Constitution
This course provides an overview of Arizona history and its constitution from pre-territorial days to the present. The focus is on learning the original intent and current impact of the Arizona constitution.

Nevada Constitution
This course is designed to meet the Nevada teacher licensure requirements in Nevada school law and Nevada Constitution. The course introduces students to the sources of educational law, related research, fundamental law concepts, case briefings of significant court decisions at the state and federal level, and Nevada statutory and regulatory materials used by school practitioners. The course also addresses codes of ethics and morality related to educational law.

Health and Nutrition for the Classroom Teacher
This course provides a study of health and nutrition education for the classroom teacher. Topics include wellness, nutrition, cardiovascular health, sexually transmitted diseases, and alcohol, narcotics, drugs, and tobacco use. Health assessments and reflections provide an opportunity to assess personal health habits. Plans and resources for sharing important health information with students are also explored.

Employment Practices
This course addresses the complex roles and practices of human resource professionals as strategic partners in realizing the organization’s objectives for market performance and productivity. The topics provide a foundation in important techniques and practices that are critical for effective HR initiatives and performance of the firm in the areas of human resource planning, testing, staffing, managing separations, and HR and technology.

Employee and Labor Relations
This course provides human resource professional with information regarding the laws and regulations which effect labor and employee relations; discipline; discharge; and grievance/dispute resolution. Students also learn procedures for responding to charge for discrimination or wrongful discharge.

Compensation
This course prepares the student in basic compensation design and decision-making required for planning, developing, and administering compensation programs that are compliant with government laws and regulations.

Benefits, Safety, and Health
This course examines the roles of governments and employers in providing retirement, health, and safety programs for employees’ security and well being. Basic types of retirement and medical plans are compared and contrasted. Current trends in legislation and in life, health, and retirement plans are reviewed. Throughout the course, students are given opportunities to practice the selection of employee benefits with the objective of helping to meet corporate goals.

Employee Development
This course addresses the dynamic and broad range of issues required of managers and human resource professionals to make training a strategic factor in organizational success. Coverage includes general information on the mission and challenges facing training managers. Managing the training function, conducting needs analyses, instructional design, the impact of technology on training delivery, job skills for trainers, and future trends in training are covered.

Critical Issues in Human Resource Management
This course focuses on five key issues that present the greatest opportunities and challenges for HR professionals today and examines the implications of the issues in policy formulation and program development. The course explores ways to realign HR and to explain the professional competencies needed to take a leadership role in realizing organizational change. It examines the opportunities and benefits of planning for and managing a diverse workforce, and defines the role of HR in transition to and in managing in a team environment. This course also evaluates ways to design and implement alternative work schedules, and provides information on the Human Resource Certification Institute’s exam and code of ethics.

Employment Law
This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

Human Resource Management
This course examines the evolving human resources function within
today’s organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources.

HRM 556 ~ ................................. 3 credits
**Employee Motivation and Compensation**

This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior, human motivation, and types of reward systems; the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends.

HRM 590 ~ ................................. 3 credits

**The Human Resources Capstone**

This is an integrative course and the capstone for the Human Resources Management program. The outcome is for students to develop business solutions to human resources problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a human resources problem of their own choosing.

HSN 544 ~ ................................. 3 credits

**Design and Process of Curriculum Development**

Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HSN 548 ~ ................................. 3 credits

**Role of the Health Care/Nursing Educator**

Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 552 ~ ................................. 3 credits

**Assessment and Evaluation of Learning**

Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

INT 617 ................................. 4 credits

**Survey of Marketing and Strategy Planning Concepts**

This course is designed to introduce the student to the dynamic nature of contemporary marketing and business strategy as a combined topic. The course stresses a need to understand basic marketing and strategy concepts, and to be able to apply them to solve real world business problems in the development, implementation, and reformulation of business strategy. The course accentuates the need for awareness of, and accommodation to, change in a company’s internal and external environments, with particular focus on the needs of the customer. Generic types of business strategies and techniques for analyzing strategies are also covered. Marketing plans, with specific emphasis on marketing mix considerations are explored.

LAW 530 ~ ................................. 3 credits

**Legal Issues in the Workplace**

This course provides an overview of federal, state, and local regulation of the employer-employee relationship. Topics include employer-employee relationships, employment discrimination law overview and applications, labor relations law, discipline and termination processes, and contemporary issues.

LBR 510 ~ ................................. 3 credits

**Overview of School Libraries and Media Centers**

This course is a survey of the practices, standards, and values of the library profession focusing on current trends. The roles and responsibilities of the school library media specialist as teacher, information specialist, instructional partner, and program administrator are explored. Additional focus is on concepts of information retrieval and its ethical and legal contexts; standards; accommodations for diverse learners; and the exploration of leadership, advocacy, and partnership opportunities.

LBR 511 ................................. 3 credits

**Technology in School Libraries and Media Centers**

This course is designed to provide an overview of technology and its applications in the school library/media center setting. Students will develop an understanding of computer networks in libraries, library automation software, and Web applications for information retrieval. Students will explore acceptable use policies for technology, technology standards for students and teachers, and emerging trends in library technology.

LBR 512 ................................. 3 credits

**Resources for School Libraries and Media Centers**

This course is designed to familiarize participants with the processes and procedures used to select resources for school libraries and media centers. Participants examine collection development, including print and non-print selection, and collection management. Various formats of children’s and young adult’s literature and techniques for building and maintaining library media center collections are compared. Additional focus is given to integrating library media center resources and curriculum standards, marketing library media center materials, and addressing the needs of diverse populations.

LBR 513 ................................. 3 credits

**Administration of School Libraries and Media Centers**

This course is designed to provide a framework of the principles and practices involved in the role, function, and administration of K–12 school library media centers. Participants examine time management, protecting assets, funding and budgeting, personnel management, cataloging, materials acquisition and management, collaboration, resource sharing, and evaluation. Issues of copyright and compliance are also discussed.

LBR 514 ................................. 3 credits

**Programs and Services in School Libraries and Media Centers**

This course is designed to examine the programs and services available through the school library media center. Participants examine leadership, literacy, and the role of the school library media specialist as a content collaborator and technology specialist. Consideration is given to both everyday activities and planning for special events.

LBR 515 ................................. 3 credits

**Information Literacy in School Libraries and Media Centers**

This course focuses on library media center specialists’ ability to find and use information which is the keystone of lifelong learning.
Emphasis is placed on selecting, evaluating, and organizing both print and nonprint resources. Students discuss instructional techniques and assessment for teaching information literacy.

MDT 400.1 ............................................................... 3 credits

Introduction to Mediation

The introductory ten workshop course is designed to meet educational criteria for the practice of mediation and includes an overview of mediation practice and practice in essential skills of mediation. Students will learn how to approach conflict with a "mediation mind set" along with the skills required to maintain objectivity as a neutral facilitator for the mediation process. The course will combine lecture with a variety of application exercises in dyads and small groups, including mediation role plays.

MED 503 ............................................................... 3 credits

Methods of Teaching Elementary Social Studies

This methods course is designed for elementary educators who teach social studies in the K–8 classroom. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for cross-curricular work and the integration of 21st-century technology to engage learners.

MGT 600 ............................................................... 3 credits

Ergonomics/Human Factors

This course provides an overview of the field of Ergonomics and provides numerous examples to show the settings that can be improved in manufacturing and in the office. Students will learn how to design products and works areas to fit the user.

MGT 601 ............................................................... 3 credits

System Safety

A course in quantitative and qualitative methods for safety analysis of systems, processes, equipment and other entities. Topics will include hazard analysis, fault tree analysis, behavior justification, HAZOP and PROCESS SAFETY analysis.

MGT 602 ............................................................... 3 credits

Environmental Program Management

This course will address all of the elements needed to comply with federal and state environmental regulations—SARA, RCRA, Clean Air/Water Acts, storm water, etc., and various state regulations which are models for other states.

MGT 603 ............................................................... 3 credits

Arizona Environmental Law

A course covering The Arizona Environmental Law. Topics include, but are not limited to, air quality, solid waste, hazardous, storage tanks, emergency planning, and criminal liability. Students will learn the jurisdiction of state, federal, and county agencies.

MGT 604 ............................................................... 3 credits

Risk Management A: Property/Casualty

An overview of the risk management process including the development of pre-loss and post-loss goals, identifying loss exposures and the utilization of risk management techniques. Risk financing and risk control aspects will be addressed regarding property and casualty exposures with special emphasis on property protection, builders’ risk, business interruption, general and auto liability, employment liability, pollution liability, and disaster planning and procedures. Various domestic and global insurance programs and types of coverage will be addressed.

MGT 605 ............................................................... 3 credits

Risk Management B: Workers’ Compensation

An overview of the risk management process as it pertains to statutory workers’ compensation and employer’s liability insurance programs, including identifying loss exposures and the utilization of risk management techniques. Worker’s compensation program financing and various types of insurance options will be addressed. The identification of pre-loss and post-loss goals will be addressed including establishing claim management and cost-containment programs, safety and loss control programs, and modified duty early return to work programs. The course will also address the independence of OSHA compliance, human resources/EEO issues and worker’s compensation/employer’s liability in today’s diverse workplace.

MKT 555 ............................................................... 3 credits

Consumer Behavior

This course presents and analyzes the most critical issues of buyer behavior both for individual consumers and within the organizational environment. Priority is placed on the economic, psychological, and sociocultural factors that affect buyer behavior and the buyer decision process. By analyzing and understanding buyer behavior, marketing managers can ultimately understand the influence of this process in management decisions. In addition, this course presents an analysis of the prevailing buyer behavior theories in the marketplace.

MKT 590 ............................................................... 3 credits

Marketing Capstone Course

This is an integrative course and the capstone for the marketing program. The outcome is for students to develop a portfolio of business solutions to marketing problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a marketing problem of their own choosing.

MTE 500 ............................................................... 0 credits

Orientation to the Special Education Certification Program

This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

MTE 502 ............................................................... 0 credits

Orientation to the California Teachers of English Learners (CTEL) Program

This course is designed to provide an orientation to the primary components of the California Teachers of English Learners (CTEL) Program. Students will be introduced to the program’s components and completion requirements. Electronic Resources, Field Experience, and E-Portfolio will be discussed.

MTE 506 ............................................................... 2 credits

Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 520 ................................................................. 3 credits

**Maintaining an Effective Learning Climate**
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTH 506 ................................................................. 3 credits

**Methods of Teaching Mathematics**
This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

NRP 505 ................................................................. 3 credits

**Role of the Advanced Practice Nurse**
This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 514 ................................................................. 4 credits

**Advanced Health Assessment**
Emphasis is placed on the advanced practice of history taking, conducting a physical examination, primary care, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. Appropriate interventions and consultations will be derived from the identified health problems. This course incorporates 56 hours of practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 516 ................................................................. 4 credits

**Clinical Procedures**
This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 566 ................................................................. 4 credits

**Preceptorship**
This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NTC 360 ................................................................. 3 credits

**Network and Telecommunications Concepts**
This course provides an overview of telecommunication systems in a business environment. Topics covered include telecommunication applications, standards, transmission, networks, computer telephony and management. The course also prepares students to perform an analysis of a company’s tele/data communication requirements, to evaluate possible solutions, and to select and present a solution.

PAR-ED 201 .......................................................... 3 credits

**Foundations of Reading and Writing Instruction**
The purpose of this course is to introduce foundational reading and writing instruction for the paraprofessional. Participants prepare for the reading and writing sections of the Educational Testing Services’ (ETS®) ParaPro Assessment by learning strategies to increase literal and inferential comprehension of text and various graphics, practicing grammar and word usage, and identifying how to support students in reading and writing instruction and assessment. Sitting for the ETS® ParaPro exam is not a requirement of this course.

PAR-ED 202 .......................................................... 3 credits

**Foundations of Mathematics Instruction**
The purpose of this course is to offer instruction in foundational mathematics for the paraprofessional. Participants prepare for the mathematics sections of the Educational Testing Services’ (ETS®) ParaPro Assessment by practicing basic skills in algebra, geometry, and data analysis. Participants also learn how to support students in math instruction and assessment. Sitting for the ETS® ParaPro exam is not a requirement of this course.

POS 420 ............................................................... 3 credits

**Introduction to UNIX**
This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems and processes. Commands for efficient management of UNIX system files, file systems and processes are also examined.

POS 427 ............................................................... 3 credits

**Windows Networking**
This course is a survey of Windows Networking. Topics emphasize the structure and the various applications supported by Windows Networking. The course uses Windows 2000 simulations.

PXT 1010 ............................................................. 0 credits

**Praxis I Test Prep-Overview/Math**
In this course, students will be introduced to mathematic concepts and topics found on the Praxis math exam. Participants will develop skills in working various math calculations by hand, quickly and correctly. Upon completion of this course, the participant will review and perform timed math problems without the use of a calculator.

PXT 1020 ............................................................. 0 credits

**Praxis I Test Prep-Reading/Writing**
This course focuses on parts of speech and critical reading skills necessary for success in the Praxis Writing and Reading exams. Participants will learn how to identify all the parts of speech and the mechanical components of writing. Upon completion of this course, participants will be able to construct proper sentences, recognizing
main structures in reading (such as main idea, supporting ideas, tone, and intent), and possess an improved ability to read for understanding.

Praxis II Mathematics Content Knowledge Exam Test Prep
This course will provide a review of important subject-related content, test preparation, test-taking skills, practice tests and guidelines to prepare participants for the exam. The Praxis II Subject Assessments are intended to measure knowledge of specific subjects K–12 educators will teach.

Praxis II Elementary Ed Content Knowledge Test Prep
This course prepares students for the Praxis II® Elementary Education Test by reviewing key social studies, language arts, science, and mathematics topics. Students review the specific areas of study found on the exam.

Secondary Reading Methods
This course focuses on literacy and learning in grades 6–12. Various influences on reading and writing are analyzed, including information and communication technologies, diversity, schema, resources, student skill level, and new literacies. Participants examine strategy instruction, active engagement techniques, fluency, vocabulary development, and assessment.

Elementary Reading Methods
This course offers an integrated approach to the teaching of reading. Students explore specific strategies designed to help construct meaning across the curriculum and across instruction. Word identification using semantic, syntactic, and graphophonic cueing systems is addressed. In addition, this course emphasizes prereading techniques, vocabulary development, writing, universal access, motivational issues, and technology. This is a Clark County, Nevada-specific course.

Phonological Theory and Classroom Application
This course addresses the theories, research, and integration of phonics instruction as a fundamental component of effective reading, writing, and spelling programs. Phonics instruction has had a resurgence since the No Child Left Behind (NCLB) act, national and state standards, and high-stakes assessments. Participants study the relevant research and instructional approaches to phonics and the impact of technology on phonics instruction.

Community Cultural History
This course explores 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.

Adolescent Literature
This course focuses on evaluating, selecting, and integrating adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and other individual preferences in literature. Participants analyze various techniques 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, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.

Introduction to Professional Studies
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at University of Phoenix. Students will examine their reasons for returning to school and develop strat-
Health and Disease Management

This course focuses on the development of a framework that enhances the school nurse's understanding of the physiological changes in the school-age child. Health promotion and disease prevention is discussed in relation to child, family and community health.

SNC 430 ~ ................................................................. 3 credits

Health Assessment of the School-Age Child

This course provides the foundation for the development of a comprehensive health assessment and health appraisal data collection for a school-age child. Students will develop the skills necessary for interviewing, performing health histories, and conducting physical examinations on the school-age child with the school nurse guidelines. Students will formulate appropriate nursing diagnoses based on the data obtained from the comprehensive health assessment.

SNC 440 ~ ................................................................. 3 credits

Nursing Care of the Developmentally Disabled Child

This course focuses on congenital and acquired conditions of children that can culminate in development delays and educational dysfunction. Students will develop knowledge and skills in assessment, planning of nursing interventions, and evaluation of supportive community resources. Other topics to be studied include mental retardation, growth and endocrine disorders, sensory deficits, cancer, legal issues, and legislation governing the challenged student.

SNC 450 ~ ................................................................. 3 credits

Health Law and Ethics

The legal and ethical aspects of the school nurse's role(s) of caregiver, teacher, consultant, and manager of care are examined. The course provides an introduction to ethical responsibility and decision-making models related to clients served in a school health setting. The nurse's professional and legal responsibility and accountability in the health care system are also emphasized.

SNC 470 ~ ................................................................. 3 credits

Health Problems and Nursing Management

This course examines special needs related to management of school nurse practice in relationship to abuse, neglect, suicide, human sexuality and parenting. A health care plan will be designed to assess a specific health need with a child and/or community. Legal considerations will be addressed.

SPAN 502 .......................................................... 3 credits

Spanish for Educators Part I

This Spanish language course introduces participants to simple grammar and knowledge of the Hispanic culture. The course prepares educators who are beginning Spanish-language learners to communicate with English language learners (ELLs) and their parents. The emphasis is basic communication skills associated with real-life situations, the classroom, and school terminology.

SPE 504 .............................................................. 3 credits

Orientation To The Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 506 .............................................................. 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 511 .............................................................. 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 512 .............................................................. 3 credits

Special Education Assessment & Interpretation

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

SPE 513 .............................................................. 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws
Introduction to Students with Special Needs

This course provides an overview for working with exceptional students, ages 3 years to 21 years. Participants learn methods to instruct and assess students with special needs. Historical perspectives, special education law, and current policies and practices are examined.

SPE 556 ~ ..................................................................................... 3 credits

Characteristics of Physical & Health Disabilities

This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this populations will be analyzed.

SPE 557 ~ ..................................................................................... 3 credits

Collaboration with Families of Students with Disabilities

This course focuses on the interrelationship of varied services for students with disabilities. Emphasis is placed on working with parents, professionals, and community services.

SPE 558 ............................................................ 3 credits

Transition Planning for Adolescents with Disabilities

This course focuses on the role of the special education teacher beginning with a student’s referral and identification through their transition into adult living. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational and transition skills are also discussed.

SPE 579 ............................................................ 3 credits

Inclusion Strategies for the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaborative are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 590 ............................................................ 3 credits

Characteristics of Exceptionalities

This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

SP-TED 582 ............................................................ 4 credits

Special Education Student Teaching: Cross Categorical, Part I

This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I.

SP-TED 583 ............................................................ 4 credits

Special Education Student Teaching: Cross Categorical, Part II

This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the second half of that experience. Students experience a clinical supervision model during the instructional phase of the course that
utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification.

TESL 530 ................................................................. 3 credits

Foundations of Instruction for Limited-English-Proficient Students

This course introduces students to the historical and theoretical frameworks of English as a second language and bilingual education in the United States. It also identifies current instructional models and teaching practices and defines aspects of multicultural education that affect the development of ESL/BLE programs.

TESL 540 ................................................................. 3 credits

School, Community, and Culture

This course introduces the student to the effects of cultural beliefs and customs as they affect communication and interactions with students, parents, and communities. Students study characteristics and traditions of cultures in order to compare and contrast for a comprehensive multicultural understanding. Concepts, strategies, and materials related to a group are explored as they apply to classroom instruction.

TESL 553 ................................................................. 3 credits

Instructional Techniques and Methods of TESOL

This course focuses on methodologies for instructing Second Language Learners (SLL). Also, it reviews theories, programs, and instructional strategies that support effective methods for teaching second language learners. This is a Florida-specific course.

TMGT 510 ~ ............................................................ 3 credits

Project Management in the Technological Environment

This course addresses the processes and skills needed for successful project management in the technology environment of business. Topics include project management and the organization, work breakdown structure and scheduling, resources and project financing, project control and evaluation, and management considerations and critical success factors. The course uses Microsoft Project.

TMGT 540 ~ ............................................................ 3 credits

Management of Research and Development and Innovation Processes

This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It casts the Research and Development (R&D) manager into the strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace.

TXTP 1015 ............................................................ 1 credit

TeExSTM Test Preparation - Generalist 4-8 Exam

This course is designed for students seeking teaching certification in the area of 4–8 Generalist, 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: English Language Arts and Reading, Domain II: Mathematics, Domain III: Social Studies, and Domain IV: Science. 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.

TXTP 1025 ............................................................ 1 credit

TeExSTM Test Preparation - Mathematics 4-8 Exam

This course is designed for students seeking teaching certification in the area of 4–8 Mathematics, as required by the Texas State Board of Education. Students receive information on testing strategies, vocabulary, formulas, and other subject-specific information required in Domain I: Number Concepts; Domain II: Patterns and Algebra; Domain III: Geometry and Measurement; Domain IV: Probability and Statistics; Domain V: Mathematical Processes and Perspectives; and Domain VI: Mathematical Learning, Instruction, and Assessment. Workshops include opportunities to take practice tests, to review test questions by analyzing correct and incorrect answers, and to learn how to use information gathered from practice assessments and analysis, which will help prepare students to take the exam.

TXTP 1035 ............................................................ 1 credit

TeExSTM Test Preparation - Mathematics 8-12 Exam

This course supports students seeking Texas State Board of Education certification in 8–12 Mathematics. Participants learn test-taking strategies, stress reduction, and information required for the following domains of the TeExSTM Mathematics 8–12: Domain I: Number Concepts, Domain II: Patterns and Algebra, Domain III: Geometry and Measurement, Domain IV: Probability and Statistics, Domain V: Mathematical Processes and Perspectives, Domain VI: Mathematical Learning, Instruction, and Assessment. Participants take practice tests, review test questions, analyze correct and incorrect answers, and create plans to further prepare for the exam.

TXTP 1045 ............................................................ 1 credit

TeExSTM Test Preparation - Science 4-8 Exam

This course is designed for students seeking teaching certification in the area of 4–8 Science, 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: Scientific Inquiry and Process Domain II: The Physical Sciences Domain III: Life Sciences Domain IV: Earth and Space Science Domain V: Science Learning, Instruction, and Assessment 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.

TXTP 1055 ............................................................ 1 credit

TeExSTM Test Preparation - Science 8-12 Exam

This course is designed for participants seeking teaching certification in the area of 8–12 Science, 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 – Scientific Inquiry and Processes, Domain II – Physics, Domain III – Chemistry, Domain IV – Cell Structure and Processes, Domain V – Heredity and Evolution of Life, Domain VI – Diversity of Life, Domain VII – Interdependence of Life and Environmental Systems, Domain VIII – Earth’s History and the Structure and Function of Earth Systems, Domain IX – Components and Properties of the Solar System and the Universe, Domain X – Science Learning, Instruction and Assessment Oppor-
nities to take practice tests, review test questions by analyzing both correct and incorrect answers, and using the information gathered from the practice assessments and analysis, assist participants in preparation for sitting the exam.
TXTP 1065 .................................................................................... 1 credit

TXTP 1075 .................................................................................... 1 credit

TExESTM Test Preparation - Special Education Exam
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, and 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.

VCT 300 ~ .................................................................................... 3 credits

Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.
VCT 310 ~ .................................................................................... 3 credits

Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

SCHOOL OF CONTINUING EDUCATION

Courses are listed alpha numerically based on the academic discipline prefix. Courses are measured using Continuing Education Units (CEU), Professional Development Units (PDU) or Contact Hours. Each course description is followed by the number of units/hours the course carries.
Courses noted with the ~ symbol require prerequisites. Please contact your Academic representative/Advisor for further information on scheduling.
Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.
CBSTP 1010 ..................................................................................0.0 CEU

CBEST Test Prep - Mathematics
This course helps students prepare for the CBEST (California Basic Educational Skills Test) exam by reviewing key math skills. It focuses on estimation and measurement, statistics, problem solving, graphic relationships, and numerical concepts and skills covered on the exam. The course will provide sample questions and strategies for successfully studying and passing the test.
CBSTP 1020...................................................................................... 0.0 CEU
CBEST Test Prep - Reading/Writing
This course helps students prepare for the California Basic Educational Skills Test (CBEST) by reviewing key reading and writing skills. It focuses on reviewing the specific reading and writing competencies found on the exam, as well as providing important test-taking strategies.
CMCEU 1110.................................................................................... 0.5 CEU
Writing for Business
This course will empower participants to improve everything they write – memos, letters, e-mails, reports, speeches, plans, and other business papers. Participants will learn to write with clarity, precision, and the force of logic. They will learn to organize their thoughts, target their audience, and choose an appropriate format to deliver a message with maximum impact.
CDMCE 1010.................................................................................... 2 CEU
Configuration/Data Management Introduction (20hrs)
This course discusses the history and certification options of Configuration/Management (CM/DM). Participants will review the six interrelated CM processes, CM/DM planning activities, product’s life cycle, and CM processes.
CDMCE 1020.................................................................................... 0 CEU
Configuration/Data Management Exam course (1hr)
This is a one-week exam course assessing students on material from CDMCE 1010.
CDMCE 1030.................................................................................... 2 CEU
Configuration Identification (20hrs)
This course is an overview of Configuration Identification. Participants will review current methods for configuration identification of hardware and software, labeling, status accounting, current CM Tools and baselines.
CDMCE 1040.................................................................................... 0 CEU
Configuration Identification Exam (1hr)
This course will be a 1 week This is a one-week exam course assessing students on material from CDMCE 1010.
CDMCE 1050.................................................................................... 2 CEU
Configuration Change Management (20hrs)
This course examines the Configuration Change Management Process. Participants will review how a change is evaluated and approved. Configuration status accounting and verification of the product will be examined.
CDMCE 1060.................................................................................... 0 CEU
Configuration Change Management Exam (1hr)
This is a one-week exam course assessing students on material from CDMCE 1050.
CDMCE 1070.................................................................................... 2 CEU
Data Management (20hrs)
This course focuses on Data management. Participants will review the history of data management, how to plan for data management activities, and the identification of data management activities.
CDMCE 1080.................................................................................... 0 CEU
Data Management Exam (1hr)
This is a one-week exam course assessing students on material from CDMCE 1070.
LDCEU 1110.................................................................................... 0.5 CEU
Developing a More Effective Leadership Style
This course addresses the role of managers and leaders in the current world of rapid change, intense competition, and increased performance expectations of employees and organizations. Participants will determine the strengths and weaknesses of various approaches to management and leadership in achieving desired objectives. In addition, participants will have an opportunity further refine and develop their own styles.
PMCE 1010.................................................................................... 5 PDU
Managing Projects I
This course covers the fundamentals of project management. Participants learn how to identify project members, goals, objectives, activities, and constraints. Course activities cover activity dependencies, activity analysis, project scheduling and budgets, network diagrams, Gantt charts, CPM scheduling, and activity duration compression.
PMCE 1015.................................................................................... 5 PDU
Managing Projects II
In this course participants will learn how to optimize project activities, estimate costs, control project changes, measure project performance, use project performance reports, accommodate change, control the project schedule and budget, and close a project.
PMCE 1020.................................................................................... 5 PDU
Scheduling and Budgeting Projects
This course examines the tools, techniques, and theories related to scheduling project activities, estimating project costs, and developing accurate project budgets. Participants are introduced to network scheduling theory and are given practical skills in assessing the integrity of schedule networks. Project work efforts are analyzed based upon time, resource, and cost constraints. Techniques for leveling resource demands are discussed. Methods for tracking expenditures to budgeted costs are explored. Participants learn techniques for proactively forecasting costs to control planned expenditures in the future.
PMCE 1030.................................................................................... 5 PDU
Managing Project Risk
In this course, students are introduced to systematic processes for identifying, analyzing, and responding to project risk. Through risk management, students learn how to maximize the probability and consequences of positive events and to minimize the probability and consequences of adverse events. Students use quantitative and qualitative methods to assess risk in a business scenario and make recommendations for risk planning, contingency plans, and risk monitoring and control activities.
PMCE 1010.................................................................................... 5 PDU
PMP Test Preparation: Initiating Processes
This course will review the basic Project Management terminology and will focus on the tasks associated with initiating projects as well as initiating individual project phases.
PMCE 1020.................................................................................... 5 PDU
PMP Test Prep: Planning Processes
Once a project has been initiated, the continual planning processes begin. This course reviews the project planning processes as well as the ongoing phase planning processes.
PMCE 1030.................................................................................... 5 PDU
PMP Test Prep: Executing Processes
After a project plan has been approved, a project execution tasks can
begin. This course discusses the project execution processes that “get the work done” on a project.  

**PMP Test Prep: Monitoring and Controlling Processes**  
Since the nature of a project is to continually change, each project needs to be rigorously monitored and controlled. This course reviews the types of controls that should be in place on a project and how to use them as project work continues.

**PMP Test Prep: Closing Processes**  
By definition, all projects end. In organizations that use lifecycle phases, all phases must end as well. This course discusses the phase and project closing processes that allow a project to properly shut down.

**PMP Test Prep: Professional and Social Responsibilities**  
A project management professional has specific ethical responsibilities to clients, team members and other project participants. This course reviews the types of responsibilities and how they integrate with the entire project management process.

**PV Installation Certificate Course**  
This course is an introduction to photovoltaic (PV) energy and system design and installation. The course covers the characteristics of solar light, PV theory, and thermal function. Designing and installing a PV system including: safety, site assessment, system design, mechanical design, electrical circuits and design, installation of sub-systems and components, system performance and inspection including maintenance and troubleshooting. This course provides preparation for the North American Board of Practitioners (NAB-CEP) Photovoltaic Installers Certification exam.

**PXTP 1010** ................................................................. 0.0 CEU  
**Praxis I Test Prep-Overview/Math**  
In this course, students will be introduced to mathematical concepts and topics found on the Praxis math exam. Participants will develop skills in working various math calculations by hand, quickly and correctly. Upon completion of this course, the participant will review and perform timed math problems without the use of a calculator.

**PXTP 1020** ................................................................. 0.0 CEU  
**Praxis I Test Prep - Reading/Writing**  
This course focuses on parts of speech and critical reading skills necessary for success in the Praxis Writing and Reading exams. Participants will learn how to identify all the parts of speech and the mechanical components of writing. Upon completion of this course, participants will be able to construct proper sentences, recognizing main structures in reading (such as main idea, supporting ideas, tone, and intent), and possess an improved ability to read for understanding.

**PXTP 2010** ................................................................. 0.0 CEU  
**Praxis II Mathematics Content Knowledge Exam Test Prep**  
This course will provide a review of important subject-related content, test preparation, test-taking skills, practice tests and guidelines to prepare participants for the exam. The Praxis II® Subject Assessments are intended to measure knowledge of specific subjects K–12 educators will teach.
FACILITIES

Mountain Region
Arizona Campuses
Phoenix Area Campuses
Northern Region

Phoenix Learning Center
1255 West McDowell Road
Suite #80
Phoenix, AZ 85034-3830
602 340-8550 FAX
602 340-8550

Mesa Campus
3700 East McKellips Road
Suite #110
Phoenix, AZ 85050-6057
480 881-7800 FAX
480 881-7800

Tucson Campus
3200 East 1st Avenue
Suite #100
Tucson, AZ 85719-1816
520 744-1234 FAX
520 744-1200

West Valley Campus
5000 West Peoria Avenue
Suite #200
Glendale, AZ 85302-6686
602 730-2050 FAX
602 730-2000

Southern Arizona Campuses
800 659-8988
520 459-8319 FAX

Nogales Learning Center
870 West Shell Road
Nogales, AZ 85621-1059
520 377-2290 FAX

Tucson - River Road Campus
555 East River Road
Suite 201
Tucson, AZ 85704-5822
520 408-8202
520 888-6561 FAX

Yuma Learning Center
899 East Plaza Circle
Yuma, AZ 85365-2033
928 341-0233
928 341-0252 FAX

Idaho Campuses
Idaho Campus
1422 S Tech Lane
Meridian, ID 83642
208 898-2000
208 895-9728 FAX

Idaho Falls Learning Center
2005 Main Street
Suite #100
Idaho Falls, ID 83402
208 353-9900
208 353-3917 FAX

Utah Campuses
Utah Campus
5373 South Green Street
Salt Lake City, UT 84123-4617
801 263-1444
801 269-9766 FAX

Northern Nevada Campus
10360 Middle Canyon Drive
Suite #200
Reno, NV 89521-5862
775 678-5553
775 678-0017 FAX

Las Vegas Main Campus
7455 W Washington
Las Vegas, NV 89128-4337
702 638-7279
702 638-8225 FAX

Henderson Learning Center
7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279
702 588-5705 FAX

Nellis AFB Campus
554 MSS/MSE
4479 England Avenue
Suite #217
Nellis AFB, NV 89191-6525
702 652-5527
702 651-0035 FAX

Northwest Learning Center
7951 Deer Springs Way
Suite #150
Las Vegas, NV 89131-8180
702 638-7279
702 655-8241 FAX

Northern Nevada Campus
10345 Professional Circle
Suite #200
Reno, NV 89521-5862
775 829-7999
775 852-3384 FAX

Southwest Learning Center
9625 West Saddle Avenue
Suite #100
Las Vegas, NV 89147-8089
702 638-7279
702 876-3299 FAX

Idaho Falls Student Resource Center
900 Pier View Drive
Suite #100
Idaho Falls, ID 83402
208 353-9900
208 353-3917 FAX

Nevada Campuses
Las Vegas Main Campus
7455 W Washington
Las Vegas, NV 89128-4337
702 638-7279
702 638-8225 FAX

Henderson Learning Center
7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279
702 588-5705 FAX

Nellis AFB Campus
554 MSS/MSE
4479 England Avenue
Suite #217
Nellis AFB, NV 89191-6525
702 652-5527
702 651-0035 FAX

Northwest Learning Center
7951 Deer Springs Way
Suite #150
Las Vegas, NV 89131-8180
702 638-7279
702 655-8241 FAX

Northern Nevada Campus
10345 Professional Circle
Suite #200
Reno, NV 89521-5862
775 829-7999
775 852-3384 FAX

Pleasant Grove Learning Center
2174 West Grove Parkway
Pleasant Grove, UT 84062-6711
801 772-4600
801 756-5403 FAX

South Jordan Learning Center
10235 South Jordan Gateway
Jordan, UT 84095-4186
801 727-3000
801 727-3030 FAX

St. George Learning Center
965 East 700 South
St. George, UT 84790-4082
801 727-3000
801 756-5403 FAX

Taylorville Learning Center
4393 South Riverboat Road
Suite #100
Salt Lake City, UT 84123-4617
801 268-1111
801 268-1924 FAX

Colorado Campuses
Colorado Campus
8700 Turnpike Drive
Westminster, CO 80031-7030
303 487-7155
303 487-7161 FAX

Denver Campus
800 659-8988
520 459-8319 FAX

Nogales Learning Center
870 West Shell Road
Nogales, AZ 85621-1059
520 377-2290 FAX

Tucson - River Road Campus
555 East River Road
Suite 201
Tucson, AZ 85704-5822
520 408-8202
520 888-6561 FAX

Yuma Learning Center
899 East Plaza Circle
Yuma, AZ 85365-2033
928 341-0233
928 341-0252 FAX

Idaho Campuses
Idaho Campus
1422 S Tech Lane
Meridian, ID 83642
208 898-2000
208 895-9728 FAX

Idaho Falls Student Resource Center
900 Pier View Drive
Suite #100
Idaho Falls, ID 83402
208 353-9900
208 353-3917 FAX

Pleasant Grove Learning Center
2174 West Grove Parkway
Pleasant Grove, UT 84062-6711
801 772-4600
801 756-5403 FAX

South Jordan Learning Center
10235 South Jordan Gateway
Jordan, UT 84095-4186
801 727-3000
801 727-3030 FAX

St. George Learning Center
965 East 700 South
St. George, UT 84790-4082
801 727-3000
801 756-5403 FAX

Taylorville Learning Center
4393 South Riverboat Road
Suite #100
Salt Lake City, UT 84123-4617
801 268-1111
801 268-1924 FAX

Colorado Springs Campus
7525 Mark Dabling Blvd.,
Colorado Springs, CO 80919-2221
719 593-9945 FAX

Colorado Springs Downtown Learning Center
2 North Cascade Avenue
Suite #100
Colorado Springs, CO 80903-1620
719 527-9000
719 527-4892 FAX

Pueblo Student Resource Center
121 West 1st Street
Suite 150A
Colorado Springs, CO 80903-4256
719 544-0715
719 544-0715 FAX

Des Moines Campus
6600 Westown Parkway
West Des Moines, Iowa
50266-7724
515 267-8218
515 267-8567 FAX

Cedar Rapids Student
121 West 1st Street
Suite 150A
Colorado Springs, CO 80903-4256
719 544-0715
719 544-0715 FAX

Iowa Campus
Des Moines Campus
6600 Westown Parkway
West Des Moines, Iowa
50266-7724
515 267-8218
515 267-8567 FAX

Cedar Rapids Student
121 West 1st Street
Suite 150A
Colorado Springs, CO 80903-4256
719 544-0715
719 544-0715 FAX

Iowa Campus
Resource Center
3726 Queen Court SW
Suite #203
Cedar Rapids, IA 52404
319 784-1100
319 936-3513 FAX

Nebraska Campus
Omaha Campus
13321 California Street
Suite 200
Omaha, NE 68154-5240
402 334-4936
402 334-0906 FAX

Sarpy Student Resource Center
7775 Olson Drive
Suite 201
Papillion, NE 68046-1505
402 686-2300
402 686-2380 FAX

Southwest Region
New Mexico Campuses
800 333-8671

New Mexico Campus
5700 Pasadena Ave NE
Albuquerque, NM 87113
505 821-4800
505 797-4871 FAX

East El Paso Learning Center
1320 Adabel Drive
El Paso TX 79936-6954
Phone: (915) 599-5900
Fax: (909) 599-2354

Kirtland AFB Campus
Albuquerque, NM 87116
800 881-6618
505 846-4141
505 254-9709 FAX

Santa Fe Campus
130 Siringo Road
Santa Fe, NM 87501-5864
505 984-2188
505 984-2365 FAX

Santa Teresa Campus
1270 Country Club Road
Santa Teresa, NM 88008-9725
800 757-7133
505 589-0116
505 589-1711 FAX

Texas Campuses
Austin Campus
10801-2 North Mopac
Suite 300
Austin, TX 78759-5459
512 344-1400
512 340-0933 FAX

South Austin Student Resource Center
9900 S. Interstate 35
Suite W150
Austin, TX 78748-2588
512-501-7768
512-280-3536 FAX

Killeen Learning Center
902 West Central Texas Expy
Killeen, TX 76541-2566
254 501-6900
254 501-3405 FAX

Dallas Campus
12400 Coit Road
Suite # 200
Dallas, TX 75251-2009
972 385-1055
972 385-1700 FAX

Cedar Hill Learning Center
305 W FM 1382
Suit 566
Cedar Hill, TX 75104-1895
972 291-1528 FAX

Plano Student Resource Center
5760 State Highway 121
Suite #250
Plano, TX 75024
972 291-1528 FAX

Las Colinas Learning Center
1707 Market Place Boulevard
Irving, TX 75063-8042

Mid Cities Learning Center
860 Airport Freeway
Suite #101
Hurst, TX 76054
817 893-1500
817 514-9074 FAX

Houston Campus
11451 Katy Freeway
Suite #100
Houston, TX 77079-2004
713 465-9966
713 465-2686 FAX

Northwest Houston Learning Center
7900 North Sam Houston Parkway W
Houston, TX 77064-3425

Sugar Land Learning Center
16190 City Walk
Sugar Land, TX 77479-6586
281 566-5000
281 494-7271 FAX

Woodlands Learning Center
24624 Interstate 45 N
Spring, TX 77386
281 298-3500

McAllen Campus
4201 and 4101 South Shary Road
Mission, TX 78572
956 519-5800
956 519-5840 FAX

San Antonio Campus
8200 IH-10 West
San Antonio, TX 78230-3876
210 524-2100

West Loop Learning Center
4888 Loop Central Drive
Houston, TX 77081-2214

Windors Park Learning Center
8680 Fourwinds Drive
Windcrest, TX 78239
210 428-2150
210 428-2140 FAX

Arlington Student Resource Center
3900 Arlington Highlands Blvd, Suite # 237
Arlington, TX 76018-6038
817 505-4200
817 557-2245

Louisiana Campuses

New Orleans Campus
One Galleria Boulevard
Suite 725
Metairie, LA 70001-2082
504 461-8852
504 464-0373 FAX

Covington Learning Center
1001 Ochsner Blvd
Suite #100
Covington, LA 70433
985 276-6700
985 276-6730 FAX

Baton Rouge Campus
2431 South Acadian Thruway
Suite #110
Baton Rouge, LA 70808-2365
225 927-4443
225 927-9233 FAX

Lafayette Campus
202 Rue Iberville
Lafayette, LA 70508-3295
337 237-0464

Shreveport-Bossier Campus
350 Plaza Loop Drive
Building E
Bossier City, LA 71111-4390
318 549-8920
318 549-8921 FAX

Mississippi Campus
Jackson Campus
120 Stone Creek Blvd
Suite 200
Flowood, MS 39232-8205
601 664-9600
601 664-9599 FAX

Oklahoma Campuses

Oklahoma City Campus
6501 North Broadway
Suite 100
Oklahoma City, OK 73116-8244
405 842-8007
405 841-3386 FAX

West Oklahoma City Learning Center
6304 SW 3rd Street
Oklahoma City, OK 73128
405 842-8007
405 787-4295 FAX

Tulsa Campus
14002 East 21st Street
Suite #100
Tulsa, OK 74134-1412
918 622-4877
918 622-4981

Owasso Learning Center
9455 North Owasso Expwy
Suites # & J
Owasso, OK 74055-5442
918 622-4877
918 274-8666

Midwest Region

800 834-2438

Midwest Region Administration
Kansas Campuses
Lenexa Learning Center

University of Phoenix, 2011
Michigan Campuses
Center Southfield I Learning Suite #100
734 591-7767 FAX
Downtown Detroit 248 267-0147 FAX
Troy, MI 48098-2623
Detroit Campus
2441 North Maize Road
Wichita, KS 67205
316 670-5300
316 773-2215 FAX
Wichita Student Resource Center
2850 SW Mission Woods Drive
Topeka, KS 66614-5616
Topeka Student Resource Center
Kansas City Campus
1310 East 104th Street
Kansas City, MO 64131
816 943-9600
816 943-6675 FAX
Independence Learning Center
20201 East Jackson Drive
Independence, MO 64057
816 448-2500
816 795-0127 FAX
Northland Learning Center
10150 NW Ambassador Drive
Kansas City, MO 64153-1365
Springfield Campus
1343 East Kingsley Street
Springfield MO 65804-7216
417 887-5799
417 877-8046 FAX
St. Louis Campus
13801 Riverport Drive
Suite #102
St. Louis, MO 63043-4828
314-298-9755
314 291-2901 FAX
Downtown St. Louis Learning Center
211 North Broadway
Suites 120 & 900
St. Louis, MO 63102
Lenexa Learning Center
8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
816 943-9600
Ohio Campuses
Cleveland Campus
5005 Rocksides Road
Suite #150
Independence, OH 44131-2194
216 447-8807
216 447-9144 FAX
Beachwood Learning Center
3401 Enterprise Parkway
Suite #115
Beachwood, OH 44122-7340
216 378-0473
216 378-0893 FAX
Westlake Learning Center
38 Main Street
Suite #300
Westlake, OH 44145
440 788-2600
440 250-1613 FAX
Cincinnati Campus
9050 Centre Point Drive
Suite #250
West Chester, OH 45069-4875
513 722-9600
513 772-3645 FAX
Dayton Learning Center
7695 Poe Avenue
Dayton, OH 45414-2552
937 898-3732
937 898-5071 FAX
Florence, KY Learning Center
500 Meijer Drive, Suite 100
Florence, KY 41042-4881
859 212-2800
859 282-1879
Columbus-Ohio Campus
8415 Pulsar Place
Columbus, OH 43240-4032
614 433-0095
614 781-9616 FAX
Wisconsin Campuses
Milwaukee Campus
20075 Watertower Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX
North Milwaukee Learning Center
10850 West Park Place
Suite 150
Milwaukee, WI 53224
414 410-7900
414 359-0268 FAX
Madison Campus
2310 Crossroads Drive
Suite 3000
Madison, WI 53718-2416
608 240-4701
608 240-4758 FAX
Fox Valley Learning Center
517 N Westhill Blvd
Appleton, WI 54914-5780
920 993-0492
960 993-0868 FAX
Illinois Campuses
Chicago Campus
1500 Mc Connor Parkway
Suite #700
Schaumburg, IL 60173-4399
847 413-1922
847 413-8706 FAX
Downtown Learning Center - Chicago
203 North LaSalle Street
13th Floor

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Chicago, IL 60601-1210
312 223-1101
312 223-0130 FAX

Warrenville Learning Center
4525 Weaver Parkway
Warrenville, IL 60555-0317
630 657-7000
630 393-3192 FAX

Tinley Park Learning Center
18927 Hickory Creek Drive
Mokena, IL 60448-8590
815 215-6400
708 478-5836 FAX

Indiana Campuses
Indianapolis Campus
7999 Knue Road
Suites #100 and 500
Indianapolis, IN 46250-1932
317 585-8610
317 585-8670

Plainfield Learning Center
2680 E Main Street
Suites 305 and 308
Plainfield, IN 46168-2825
317-204-1600
317-839-2937 FAX

NW Indiana Campus
8401 Ohio Street
Merrillville, IN 46410-5572
219 794-1500
219 769-6527 FAX

Kentucky Campuses
Louisville Campus
10400 Linn Station Road
Suite #120
Louisville, KY 40223-3839
502 423-0149
502 423-7719 FAX

Southeast Region
Alabama Campus
Birmingham Campus
100 Corporate Parkway
Suite 250 and 150
Birmingham, AL 35242-2928
205 747-1001
205 421-1201 FAX

Arkansas Campuses
Little Rock Campus
10800 Financial Centre Parkway
Little Rock, AR 72211-3500
501 225-9337
501 223-1431 FAX

Northwest Arkansas Campus
903 N 47th Street
Barrington Centre 2
Rogers, AR 72756-9615
479 986-0385
479 464-4960 FAX

Pinnacle Hills Learning Center
1800 S 52nd Street
Suite #100 and 103
Rogers, AR 72758-8612
479 553-5700
479 553-5701 FAX

Tennessee Campuses
Chattanooga Campus
1208 Pointe Centre Drive
Chattanooga, TN 37421-3707
423 499-2500
423 499-2515 FAX

Knoxville Campus
10133 Sherrill Blvd
Suite 120
Knoxville, TN 37932-3347
865 288-6800
865 288-6801 FAX

Nashville Campus
616 Marriott Drive
Suite #150
Nashville, TN 37214-5048
615 872-0188
615 872-7121 FAX

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

Murfreesboro Learning Center
2615 Medical Center Parkway
Suite #150
Murfreesboro, TN 37129-2261
615 796-2020
615 796-2021 FAX

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

Georgia Campuses
Atlanta Campus
8200 Roberts Drive
Suite #300

Sandy Springs, GA 30350-4153
678 731-0555
678 731-9666 FAX

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

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

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

Snellville Learning Center
1350 Scenic Highway N
Suite # 266
Snellville, GA 30078-7907
770 510-7800
770 510-7801 FAX

Augusta Campus
3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Augusta Campus Annex
3152 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Columbus-Georgia Campus
4747 Hamilton Road, Suite E
Columbus, GA 31904-6321
706 320-1266
706 320-1970 FAX

Brookstone Learning Center
200 Brookstone Centre Parkway, Suite 300
Columbus, GA 31904-4559
706 641-3000
706 641-3001 FAX

Gwinnett Learning Center
2470 Satellite Boulevard
Suite #150
Duluth, GA 30096-1257
770 500-1500
770 495-8242 FAX

Marietta Learning Center
1850 Parkway Place
Suite #200
Marietta, GA 30067-8219
678 320-6010

Savannah Campus
8001 Chatham Center Drive
Suite 200
Savannah, GA 31405-7400
912 232-0531
912 232-6922 FAX

Florida Campuses
South Florida Campus
600 North Pine Island Road,
Suite 500
Plantation, FL 33324-1393
954 382-5303
954 382-5304 FAX

Miami Learning Center
11410 NW 20th Street
Suite #100
Miami, FL 33172
305 428-4910
305 428-4911 FAX

Cypress Creek Learning Center
550 West Cypress Creek Road, Suite 150
Ft. Lauderdale, FL 33309-6169
954 382-5303
954 382-5304 FAX

Palm Beach Gardens Learning Center
7111 Fairway Drive
Suite 205
Palm Beach Gardens, FL 33418-4204
954 382-5303
561 273-1510 FAX

Miramar Learning Center
2400 SW 145th Avenue
Miramar, FL 33027-4145

North Florida Campus
4500 Salisbury Road
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

East Jacksonville Learning Center
11915 Beach Blvd
Suites #101-104
Jacksonville, FL 32246-6704
904 486-2500

A-154
FACILITIES

951 493-1810 FAX

Culver City Learning Center
200 Corporate Pointe, Suite A-50
Culver City, CA 90230-7645
800 888-1968
909 396-3854 FAX

Diamond Bar Campus
1370 South Valley Vista Drive, Diamond Bar, CA 91765-3921
800 888-1968
951 493-1810 FAX

Culver City Learning Center
200 Corporate Pointe, Suite A-50
Culver City, CA 90230-7645
800 888-1968
909 396-3854 FAX

Diamond Bar Campus
1370 South Valley Vista Drive, Diamond Bar, CA 91765-3921
800 888-1968
951 493-1810 FAX

Gardena Campus
1515 West 190 Street
Suite #450
Gardena, CA 90248-4319
800 888-1968
310 525-2684 FAX

La Mirada Campus
14320 Firestone Boulevard
Suite #150
La Mirada, CA 90638-5526
800 888-1968
714 670-9152 FAX

Lancaster Learning Center
1220 West Avenue J,
Lancaster, CA 93534-2902
800 888-1968
661 940-7203 FAX

Murrieta Learning Center
25240 Hancock Ave
Murrieta, CA 92562-5990
800 888-1968
951 677-1748 FAX

Ontario Learning Center
3110 East Guasti Road,
Ontario, CA 91764-7631
800 888-1968
909 937-2194 FAX

Pasadena Campus I
299 North Euclid Ave.
Suite # 100
Pasadena, CA 91101-1531
800 888-1968
626 793-9245 FAX

San Bernardino Campus
301 East Vanderbilt Way,
Suite # 200
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

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

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

Hawaii Campuses
Hawaii Campus
745 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

Kapolei Learning Center
1001 Kamokila Boulevard,
Suite # 306
Kapolei, HI 96707-2014
808 693-8686
808 674-2655 FAX

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

Windward Campus
46-001 Kamehameha Hwy
Suite #110
Kaneohe, HI 96744-3724
808 247-9080
808 247-6360 FAX

Western Washington Campus
7100 Fort Dent Way
Suite #100
Tukwila, WA 98188-8553
425 572-1600
206 246-3110 FAX
206-246-3111 FAX

Bellevue Learning Center
3380 146th Place SE
Suite #200
Bellevue, WA 98007-6480
425 572-1600
425 373-0423 FAX

Online Region
Online Campus and Administrative Offices
3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366-9699
602 387-7000
602 387-6020 FAX

Tacoma Learning Center
1126 Pacific Ave
Tacoma, WA 98402
253 620-3400
253 620-3430 FAX

Vancouver Learning Center
500 E. Broadway
Suite 200
Vancouver, WA 98660-3321
360 993-7800

Eastern Washington Campus
8775 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Tri Cities Student Resource Center
8905 Gage Blvd
Suite #300
Kennewick, WA 99336-7191
509 736-2930
509 736-2649 FAX

Oregon Campuses
13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 495-2900
503 670-0614 FAX

Clackamas Campus
12550 SE 93rd Avenue
Suite #300
Clackamas, OR 97015-9786
503 495-2900
503 653-1910 FAX

Hillsboro Learning Center
3600 NW John Olsen Place
Suite 100
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Salem Learning Center
670 Hawthorne Avenue SE
Suite #110
Salem, OR 97301-6884
503 364-5695

Online Region
Online Campus and Administrative Offices
3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366-9699
602 387-7000
602 387-6020 FAX

International Campuses
European Military Campus
Hebelstrasse 22
69115 Heidelberg
Germany
011-49-6221-705-0640
011-49-6221-705-0619 FAX

Asia Pacific Military Campus
Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX
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Glenn Mathews
Associate Director of Academic Affairs
Minneapolis/St. Paul Campus
Don Johnson
Director of Academic Affairs
Northwest Indiana Campus
Sean Nobari
Associate Director of Academic Affairs
Springfield Campus
Jeanette A. Brooks
Associate Director of Academic Affairs
St. Louis Campus
Sam Fitzgerald
Director of Academic Affairs
West Michigan Campus
Todd Peuler
Campus Director
Marybeth Kardell
Director of Academic Affairs
NORTHEAST REGION
Boston Campus
Allison Moroz
Director of Academic Affairs
Jodi Ashbrook
Campus Director
Delaware Campus
Tim Gilrain
Campus Director
Fairfield County Campus
Nancy Pluzdrak
Campus Director
Amanda Manns
Director of Academic Affairs
Harrisburg Campus
Beth Sigler
Campus Director
Vacant
Director of Academic Affairs
Jersey City Campus
Gary Williams  
Campus Director  
Vacant  
Director of Academic Affairs  

Maryland Campus  
Josh Chumley  
Campus Director  
Vacant  
Director of Academic Affairs  

Northern Virginia Campus  
Erik Greenberg  
Campus Director  
Paul Wallace  
Director of Academic Affairs  

Philadelphia Campus  
Joe Marzano  
Campus Director  
Erin Rodgers  
Director of Academic Affairs  

Pittsburgh Campus  
Troy Malovey  
Campus Director  
Ernie Fullerton  
Director of Academic Affairs  

Richmond Campus  
Susan Whisenhunt  
Director of Academic Affairs  

Washington DC Campus  
Arnold Harvey  
Director of Academic Affairs  

SOUTHEAST REGION  
Atlanta Campus  

Mike Hearon  
Vice President/Director  
E.W. Newlin  
Director of Academic Affairs  

Augusta Campus  
Jeffrey Davis  
Director of Academic Affairs  

Birmingham Campus  
Chris Breeding  
Campus Director  
Danetra Martin  
Director of Academic Affairs  

Central Florida Campus  
Aaron Knowles  
Campus Director  
Hoda Asal  
Director of Academic Affairs  

Charlotte Campus  
Shannon Eckard  
Campus Director  
Joe McGirt  
Director of Academic Affairs  

Chattanooga Campus  
Marc Crosby  
Campus Director  
Steve Wyre  
Director of Academic Affairs  

Columbia, SC Campus  
Stephanie Jackson  
Campus Director  
Suzanne Cherry  
Director of Academic Affairs  

Columbus, GA Campus  
Shelby Frutchey  
Campus Director  
Tammy Johnson  
Associate Director of Academic Affairs  

Knoxville Campus  
Mark Amrein  
Campus Director  

Little Rock Campus  
Felicia Johnson  
Director of Academic Affairs  

Memphis Campus  
Raquel Ford  
Campus Director  
Joe Capebianco  
Director of Academic Affairs  

Nashville Campus  
Mark Mendoza  
Campus Director  
Andrew Stone  
Director of Academic Affairs  

North Florida Campus  
Dan Macferran  
Campus Director  
Michael Galer  
Director of Academic Affairs  

South Florida Campus  
Lisa Nucci  
Vice President/Director  

Tara Stabile  
Director of Academic Affairs  

NON-GEOGRAPHIC REGION  
Kay Poinier  
Campus Director  
Christine Pacheco  
Campus Director  
Brian Lincoln  
Campus Director  
Craig Gess  
Campus Director  

Puerto Rico Campus  
Jorge Rivera  
Campus Director  
Norma Serrano  
Director of Academic Affairs  

Raleigh Campus  
Candice Morgan  
Campus Director  
Catherine Burr  
Director of Academic Affairs  

Savannah Campus  
Kenneth Craib  
Director of Academic Affairs  

South Florida Campus  
Lisa Nucci  
Vice President/Director  

Tara Stabile  
Director of Academic Affairs  

Academic Implementation  

University of Phoenix, 2011  
ACADEMIC CABINET  

ACADEMIC CABINET  

Administration/Public Members  
The Academic Cabinet shall be comprised of the following voting members:  
A Public Member of the University Board of Directors (Chairperson)  
The Provost (Chairperson)  
The Senior Vice President of Academic Affairs Operations  
The Vice President of Instructional Materials and Technology  
The Associate Vice President of Academic Affairs  
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the master’s degree programs.  
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the doctoral degree programs  
A member of the Administrative Faculty and Two Lead faculty members from the associate programs.  
The Academic Cabinet shall also have one ex officio, non-voting member: the University President.  

Academic Council Members:  
Non-Voting Members  
Provost (Chairperson)  
Vice President of University Services (Vice-Chairperson)  

Voting Members  
Associate Vice Presidents of Academic Affairs  
Deans of the Colleges  
Associate Vice President of Admissions and Student Records Services  
Representative from Registrar’s Office, University Services  
Representative from Admissions, University Services  
Representative from Academic Affairs Operations  
Representative from Academic Administration  
Representative from Office of Dispute Management  
Representative from Financial Aid  
Representative from Student Services  
Where a representative is indicated, they will be designated by the University official responsible for the stated functional area.  

University of Phoenix, 2011  
ACADEMIC CABINET
Council Members:
College Deans and Associate Deans
Regional Directors and Directors of Academic Affairs
Vice Presidents of Enrollment
Vice Presidents of Student Financial Aid
Regional Directors, Directors, and Managers of Operations/Student Services
Campus Employee Development
University Services Directors & Management
Campus Vice Presidents/Directors
Program and Policy Implementation teams
Veterans Affairs
Office of Dispute Management
FACULTY

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

Dean
Lindquist, Brian G., PhD
Associate Deans
Fleming, Alisa, MBA
Campus College Chairs
Asia Military Campus
Melvin Hagan, DBA
Atlanta Campus
Earl LeVith, MBA
Augusta Campus
Marvin Jones, MBA
Austin Campus
John Carroll, MBA
Bay Area Campus
John Yost, MBA
Vlad Genin, Ph.D.
Boston Campus
John Di Cicco, Ph.D.
Central Florida Campus
Edythe McNickle, Ph.D.
Central Valley Campus
Doris Blanton, MM
Charlotte Campus
Alex Kocharyan, Ph.D.
Chicago Campus
Omer Pamukcu, Ph.D.
Cincinnati Campus
Nick Ursini, MBA
Mary Jo Payne Ph.D.
Cleveland Campus
Barry Tolbert, MS
Colorado Campus
Doug Gilbert, Ph.D.
Columbia, SC Campus
Larry Schwindt, MBA
Dallas Campus
John Grabarczyk, DBA
Robert Stokes, MS
Detroit Campus
Janisse Green, MBA
El Paso Campus
James Baird, DBA
Wayne Diggs, MA
Europe Military Campus
Gregory Evans, MBA
Fairfield County Campus
Tamara Clark, Ph.D.
Hawaii Campus
Lee Nordgren, DSM
Houston Campus
Melanie Brown, DM
David Breslauer, MBA
Idaho Campus
Joel Maier, MSM
Jersey City Campus
Ewa Usowicz, DM
Kansas City Campus
Charlene Dunfee, Ph.D.
Las Vegas Campus
Connie Ferguson-Rangel, JD
Little Rock Campus
Elizabeth Langevin, MBA
Maryland Campus
Maurice Shihadi, EDD
Memphis Campus
Adam Carr, Ph.D.
Milwaukee Campus
Walter Goodwyn, MBA
Minneapolis/St. Paul Campus
Paul Harvey, JD
Nashville Campus
Lonnie Manning JR, MBA
New Mexico Campus
Howard Hall, Ph.D.
New Orleans Campus
Barbara Holloway, DBM
North Florida Campus
Brian Polding, Ph.D.
Northern Nevada Campus
Bob Larkin, DBA
Northern Virginia Campus
Susan McMaster, Ph.D.
Northwest Arkansas Campus
John Salina, MBA
Oklahoma City Campus
Jeffrey Codner, JD
Oregon Campus
Mike Mostafavi, MS
Philadelphia Campus
Bill Baker, MBA
Phoenix Campus
Patrick Sherman, Ph.D.
Puerto Rico Campus
Clara Segarra-Roman, DBA
Ana Hernandez, MBA
Richmond Campus
Sandra Bryant, Ph.D.
Sacramento Valley Campus
Tim Sheaffer, JD
San Antonio Campus
Neil Richards, DBA
San Diego Campus
Michael Bevis, MBA
Cecilia Williams, Ph.D.
Savannah Campus
Jenny Meyers, MBA
South Florida Campus
William Hunter, DBA
Southern Arizona Campus
James Craig, MBA
Bill Ardern, MSBA
Southern California Campus
Lester Reams, DPA
Southern Colorado Campus
David Smythe, DM
Tulsa Campus
Toni Jacobs, MSM
Utah Campus
David Francom, MBA
West Florida Campus
Maurice R Harvey, DM
West Michigan Campus
Judd Freeman, JD
Western Washington Campus
Campus Area Chairs
Dennis Franecki, MS/M
Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
• Accounting
• Financial Planning, Control, and Risk Management
• Law
• Management
• Organizational Behavior and Development
• Public Administration
• Strategic Analysis and Planning
Faculty
For a list of local faculty in the School of Business, contact your campus Director of Academic Affairs.

COLLEGES OF ARTS AND SCIENCES

Associate Dean- Humanities
McCullum, Kacie C., EdD
Dean, David, PhD
Schumann, Shannon, PhD
Dean - Criminal Justice
Ness, James, PhD
Associate Dean - Criminal Justice
Walsh, Franz, MBA
Dean - Social Sciences
Hall, Lynn, EdD

Associate Dean- Social Sciences
Sharp, Stephen, PhD
Dean- Natural Sciences
Eyler, Hinrich, PhD
Associate Deans- Natural Sciences
Patton, Beth, MA/MN
McCowan, Shawn, PhD

Campus College Chairs
Atlanta Campus
Linlin Lu, MS/CE
Steve Northam, MA
Bay Area Campus
Jessica Hale, MSW
Craig Blumenthal, MAED
Jason Outlaw, PhD
Birmingham Campus
Ashley Norris, PhD
Boston Campus
Ronald Pacy, PhD
Central Florida Campus
Jeff Dunlap, PhD
Central Valley Campus
Rita Stanziale, MA
Central Valley Campus
Anne Adamson, MS
Charlotte Campus
Melissa Nethery, Ph.D.
Charlotte Campus
Ahmed Kamel, Ph.D.
University of Phoenix, 2011

College of Education

Chattanooga Campus
Lisa Bellino, MBA

Chicago Campus
Karen Randall, MBA

Cincinnati Campus
Steve Headley, MA

Cleveland Campus
Jeanie Tri, M.Ed.

Colorado Campus
Carla Kuhlman, Ph.D.

Columbus, SC Campus
Aneta Bhojwani, Ph.D.

Columbus, GA Campus
Fenton Dixon, Ph.D.

Columbus, OH Campus
Jeff Koloze, Ph.D.

Dallas Campus
James Chapman, MAS/MS

Detroit Campus
Chuck Pappas, MLS

El Paso Campus
Bonnie Ellis, Ph.D.

El Paso Campus
Eugene Finke, Ed.D.

Hawaii Campus
George Carroll, MAE/AET

Houston Campus
Kenneth Farenick, Ed.D.

Idaho Campus
Courtney Colby Bond, MAE

Indianapolis Campus
Barbara King, MA

Jersey City Campus
Robert Levit, Ph.D.

Las Vegas Campus
Nancy Graham, MSP

Louisville Campus
Rilla Hynes, MMH

Memphis Campus
Rick Douglass, MBA

New Mexico Campus
Kelli Livermore, MPA

New Orleans Campus
Sunny Ryerson, MSE

North Florida Campus
Cheryl Hearn, Ed.S.

Northern Nevada Campus
James Covert, MBA

Northern Virginia Campus
Jay FAMILANT, Ph.D.

Oklahoma City Campus
Terra Spilmont, MLA

Oregon Campus
Shane Corsetti, MBA

Philadelphia Campus
Marianne Murawski, Ph.D.

Phoenix Campus
Jim O Keeffe, MBA

Pittsburgh Campus
Shari Muench, Ed.D.

Puerto Rico Campus
Virginia Santiago-Acuna, Ed.D.

Richmond Campus
Michael Pontrelli, Ed.D.

Sacramento Valley Campus
Jeffrey Graves, MEd

San Antonio Campus
Rebecca Coleman, MA

San Diego Campus
Donal Hardin, MA

San Francisco Valley Campus
Dana Taylor, MSE

South Florida
Campus
Jerry Kaber, MBA

Southern Arizona Campus
Robin Schultz, MAED

Southern California Campus
James Henderson, MSCJ

Southern California Campus
Jackie Shahzadi, Ph.D.

St. Louis Campus
Linda Simpson, MBA

Tulsa Campus
Allen Autrey, JD

Utah Campus
Jeff Haines, MS

West Florida Campus
Janna Cleave, MS

West Michigan Campus
Brenda Holland, MA

Western Washington
Campus
Vanessa Earl, MBA/GM

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

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

Faculty
For a list of local faculty in the Colleges of Arts and Sciences, contact your campus Director of Academic Affairs.

Dean
Curley, Meredith A., MBA

Associate Deans
Drotos, Andy, MAEd
McCarty, Muriel, Ed.D

Campus College Chairs
Asia Military Campus
Linda Williams, Ed.D.

Bay Area Campus
Cathy Malone, MAED

Central Florida Campus
Connie Lorrithedge, Ed.D.

Central Valley Campus
Sarah Wilson, MAED

Colorado Campus
Bill Weeks, Ed.D.

El Paso Campus
Delila Cramer, MED

Europe Military Campus
Philip Pattakos, MAED

Hawaii Campus
Deborah Hornsby, DEEL

Idaho Campus
Stacie Iukai-Center, MAE

Indianapolis Campus
Carmen Giebelhaus, Ph.D.

Kansas City Campus
Jan McKinley, Ed.D.

Las Vegas Campus
Carol Foster, Ed.D.

Nashville Campus
Pmlla Simpson, Ed.D.

New Mexico Campus
Becky Kappus, MAED

North Florida Campus
Constance Hall, Ed.D.

Northern Nevada Campus
Francey Dennis, Ed.S.

Oregon Campus
Robert Hamm, MAED

Phoenix Campus
Keith Bennett, MAED

Puerto Rico Campus
Lorraine Arbelo, Ed.D.

Sacramento Valley Campus
Patricia Wick, MA

San Antonio Campus
Sharon Michael-Chadwell, Ed.D.

San Diego Campus
Debbie Carpenter, MAED/CI

South Florida Campus
Alexandra Escobar, MAED

Southern Arizona Campus
Kathleen Woods, Ed.D.

Southern California Campus
Lori Curci-Reed, Ed.D.

Southern Colorado Campus
Rich Patterson, Ph.D.

St. Louis Campus
Janis Wiley, Ed.D.

Utah Campus
Jeff Haines, MS

West Florida Campus
Janna Cleave, MS

West Michigan Campus
Brenda Holland, MA

Western Washington
Campus
Vanessa Earl, MBA/GM

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

• English
• Communications
• Humanities
• History
• Criminal Justice and Security
• Counseling
• Human Services
• Psychology
• Health & Wellness
• Mathematics
• Sciences
For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Smith, Blair A., MBA

Campus College Chairs

Boston Campus
Craig Wheeler, MSCIS

Cleveland Campus
Rich Spinner, MSSM

Colorado Campus
Michael Hebert, MSME

Detroit Campus
Arthur Ward, MS

Philadelphia Campus
Denny Brennan, MBA

Phoenix Campus
Gloria Pearson, MBA

San Diego Campus
Paul Porch, MBA/TM

Utah Campus
Ken Sardoni, MS

Campus Area Chairs

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

• Analysis and Communications

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

COLLEGE OF NURSING

Dean
Fuller, Pamela K., MN

Associate Dean
Strawn, Angela M., MS

Campus College Chairs

Central Florida Campus
Paula Berry-Zeller, MSN

Central Valley Campus
Sandra Davis, Ph.D.

Cleveland Campus
Lawrence Fergus, MSN

Colorado Campus
Betty Bailey, MSN

Hawaii Campus
Glenda Tali, MSN

Nashville Campus
Marcia Edwards, MSN

North Florida Campus
Kathy Chelini, MN

Phoenix Campus
Erich Widemark, Ph.D.

Sacramento Valley Campus
Jessica Gomez, MSN

San Diego Campus
Sandra Hookana, MSN

South Florida Campus
Judith Fernandez, MSN

Southern Arizona Campus
Kathy Watson, MS/FNP

Southern California Campus
Linda Seale, MSN

West Florida Campus
Carol Bauer, Ed.D.

Campus Area Chairs

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

• Nursing

For a list of local faculty in the College of Health Human and Services, contact your campus Director of Academic Affairs.
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