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

Dr. John G. Sperling
Founder and
Chairman of the
Board
Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.

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

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes the sex offender registry, institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following Web site: http://www.phoenix.edu/safety.
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 convergence 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 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 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 40 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 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 level.

Ownership Information

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

Mission

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

Purposes

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

2. To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students’ opportunities for career success.

3. To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.

4. To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.

5. To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

6. To assess student learning and use assessment data to improve
the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.
7. To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the adult learner.
8. To generate the financial resources necessary to support the University’s mission.

Accreditation and Affiliations
University of Phoenix is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 N. LaSalle St., Ste. 2400, Chicago IL 60602-2504; (312) 263-0456, (800) 621-7440). The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Washington, DC 20036-1120; (202) 887-6791). The Master of Science in Counseling program in Community Counseling (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling program in Mental Health Counseling (Utah Campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (5999 Stevenson Avenue, Alexandria, VA 22304 (703-823-9800). The Associate of Arts in Business, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Executive Master of Business Administration, Master of Management, Doctor of Management and Doctor of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (www.acbsp.org).

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

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

Enrollment and Student Profile
As of the fiscal year ending August 31, 2006, University of Phoenix had an enrollment of over 260,000 students and had expanded to include 211 campuses and learning centers in 39 U.S. States as well as locations in the District of Columbia, Puerto Rico, Alberta, British Columbia, and the Netherlands. Additionally, University of Phoenix offers degree programs globally through its online delivery system.

According to students responding to a registration survey, the average student is in his or her mid-thirties (33 for undergraduates and 36 for graduates) and has been employed full-time for about 13 years. Gender of entering students is approximately 63 percent female and 37 percent male. Approximately 44 percent of entering students reported belonging to an ethnic minority.

Currently, across University of Phoenix, approximately 46 percent of the students are seeking undergraduate business or management degrees and 11.3 percent are seeking graduate business or management degrees. Enrollments in other University of Phoenix degree programs include: 13.6 percent in health sciences and nursing, 8.4 percent in technology, 6 percent in education, 10.6 percent in social and behavioral sciences, and 2.3 percent in general studies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CQ Electronic Library
CQ Electronic Library is a suite of reference products from Congressional Quarterly®. Contents include CQ Researcher, CQ Weekly, the Electronic Encyclopedia of American Government, the electronic version of the Washington Information Directory (eWID), the CQ Public Affairs Collection, CQ Insider, and the CQ Supreme Court Collection. This resource is recommended for courses in critical thinking, government, law, political science, and public affairs.

Economist.com
Economist.com is the premier online source for the analysis of world business and current affairs, providing authoritative insight and opinion on international news, world politics, business, finance, science, and technology, as well as overviews of cultural trends and industry, business and, country surveys. Economist.com publishes all articles from The Economist print edition (including those printed only in British copies) plus a searchable archive of all the Economist’s articles back to January 2000. Links to other articles and to relevant sources on the web are included with many of the stories.

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

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

Facts on File - News Services

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

Faulkner’s Advisory on Computers and Communications Technologies
Faulkner’s Advisory on Computers and Communications Technologies (FACCTS) provides in-depth coverage of information technology and telecommunications. This database contains reports, diagrams, charts, tables, and illustrations on all aspects of computer technology and telephony. This resource is recommended for courses in information systems and technology, as well as technology management.
Health and Wellness Resource Center
The Health and Wellness Resource Center includes approximately 300 pamphlets, links to journal articles from InfoTrac OneFile, and many encyclopedias, including the following titles: Clinical Reference Systems, The Gale Encyclopedia of Childhood & Adolescence, The Gale Encyclopedia of Medicine, Medical and Health Information Directory, PDR Family Guide to Nutrition and Health, and the Gale Encyclopedia of Alternative Medicine. This resource is recommended for courses in nursing, health care, and nutrition.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ocenet Administración de Empresas es una base de datos de recursos especializados en economía y negocios. Está dirigida especialmente a estudiantes de negocios y escuelas de negocios con el objetivo de facilitar el acceso a información completa y precisa. La base de datos proporciona una visión amplia y completa de temas relacionados con la administración de empresas, incluyendo educación, investigación, análisis macroeconómico de más de 80 economías emergentes de Asia, Oceanía, Latinoamérica, Europa Central y del Este, el Oriente Medio y África.

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

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

Latin American Newsstand provee el texto completo de más de 35 periódicos de México, Colombia, Costa Rica, Ecuador, Guatemala, México, Perú, Puerto Rico, Uruguay, y Venezuela. El interface es en español; database content is predominantly Spanish with some additional content in Portuguese and English. Is a world atlas, and historical chronologies. It is an excellent resource for Spanish-speakers, bilingual students, and students learning Spanish.

Fuente Academática contiene más de 200 revistas académicas en idioma español de Latinoamérica y Suramérica. Esta base de datos ofrece contenido en texto completo en las áreas de negocios y economía, ciencias médicas, política, leyes, ciencias de computadoras, bibliotecología y ciencias de la información, literatura, lingüística, historia, filosofía y teología. Fuente Academática provee contenido de casas editoras reconocidas en todo el mundo e incluye prestigiosas revistas académicas como Revista de Arquitectura, Estudios Sobre Educación, Revista de Estudios Históricos, Comunicación y Sociedad, Revista de Ciencias Políticas, y Revista Historia.

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

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Books, Dissertations, and Theses

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

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

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

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

IT Knowledge netBASE
IT Knowledge netBASE offers over 170 reference documents focusing on computer engineering, programming language, system development, and computer architecture.

Oxford Scholarship Online
Oxford Scholarship Online is a database containing the full text of over 1000 scholarly books from Oxford University Press in the areas of economics and finance, philosophy, political science, and religion. Specially-commissioned abstracts and keywords are available at both the book and chapter level. This resource is recommended for courses in finance, economics, and religion.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Country Profiles and Economic Data**

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

**Countrywatch**
Countrywatch combines information from a variety of sources into one easy-to-use format. Statistics, breaking news, and overviews are available for virtually all of the world’s nations. This resource is recommended for courses in geography and international business.

**Culturegrams™**
Culturegrams™ provides concise, reliable cultural information for more than 175 countries of the world. Each entry includes detailed information about history, customs, lifestyle, and government. This resource is recommended for courses in geography, history, international business, and bilingual education.

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

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

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

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

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

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

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

**Encyclopedias and Dictionaries**

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

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

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

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

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

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

**Grove Music**
Grove Music, the online equivalent of the 29-volume New Grove Dictionary of Music and Musicians, second edition and The New Grove Dictionary of Opera, provides access to over 29,000 articles covering all aspects of music throughout the ages. This resource is recommended for courses in the humanities and art education.
Oxford Dictionary of National Biography
The Oxford Dictionary of National Biography contains over 50,000 detailed portraits of people from all eras who have influenced and shaped the history and culture of the United Kingdom and the British Isles. All of the content of the 60-volume printed edition is included in the online version. Please note that the Dictionary of National Biography includes only deceased individuals. This resource is recommended for courses in history.

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

Oxford Reference Online
Oxford Reference Online contains the full text of over 100 specialized dictionaries and encyclopedias in virtually all disciplines. This resource is appropriate for quick reference in all subjects.

Routledge Encyclopedia of Philosophy
The Routledge Encyclopedia of Philosophy features over 2000 original articles from over 1300 leading international experts across the discipline of philosophy. The articles cover topics such as ethics, moral development, and the world’s religions. There is a summary at the beginning of each in-depth article, enabling the encyclopedia to meet the needs of users at a variety of levels. This resource is recommended for courses in humanities, ethics, religion, and critical thinking.

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

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

Journal Indexes and Abstracts

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

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

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

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

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

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

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

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

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

**National Criminal Justice Reference Service Abstracts**

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

**PsycEXTRA**

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

**PsycINFO**

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

**SocINDEX**

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

**Test Guides and Preparations**

**Mental Measurements Yearbook**

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

**Testing and Education Resource Center**

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

**Writing and Publishing Resources**

**Books in Print**

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

**Papers Invited**

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

**Spanish Books in Print**

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

**Ulrich’s Periodicals Directory**

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

**Getting Started with the University Library**

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

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

**Electronic Reserve Readings**

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

**Additional Resources for Help**

- The Library Handbook includes detailed information and helpful tips on conducting research.
- The Ask a Librarian is a feature on the pages of the Library Web site that allows users to direct specific reference or research strategy questions to Library staff.
• The Request a Specific Document is a feature on the Library Web site that allows users to request a document or book that is not available in the University Library. Specific timelines and rules apply to this service.
• The Complete Research Tutorial is a feature on the Library Web site that allows users to learn research skills by participating in an interactive web-based research activity.
• The Choose Databases by Subject area of the library web site contains overviews of research recommendations for specific subject areas.
• The Search FAQs area of the library web site contains a searchable form to obtain answers to “Frequently Asked Questions” received by the library.

How to Contact the University Library
Technical Support 1-800-366-9693
Email library@phoenix.edu
International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.
THE UNIVERSITY’S TEACHING AND LEARNING MODEL

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

Active Learning

The model is based first on the assumption that the learner’s active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students entering into Axia College who are pursuing an associate degree are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

Collaboration

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

Emphasis on Application and Relevance

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

University-Wide Learning Goals

The University’s faculty leadership has established five broad “learning goals” that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The first of these goals, Professional Competence and Values, relates to the discipline-specific course and program content. University of Phoenix wants graduates to attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning (i.e. bachelor, master, or doctoral level). The remaining four goals relate to the development of competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

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

Convenience of Time and Place

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

Access

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

Program Format

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

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

Learning Teams

In addition to regular course instructional sessions, bachelor’s and master’s level students meet weekly in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University’s teaching and learning model through which students develop the ability to collaborate – an ability expected of students in information-age organizations and one of the University’s primary learning goals.

Attendance Requirements

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

Learning Team Time and Meeting Requirements

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

Appropriate Meeting Locations

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

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

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

Learning Team Log

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

Learning Team Charter

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

Faculty

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

Academic Quality and Outcomes Assessment—Ensuring Consistent Quality

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

The comprehensive nature of the assessment system and the longitudinal data produced, provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning outcomes are used in the curriculum development process, as well as in the creation of faculty development tools. Administrative support systems are also streamlined and made more user-friendly, building on the analysis of information gathered.
Student Technology Recommendations and Competencies

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

Technology Recommendations

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

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

Software/Applications
- Operating system – Windows® or Mac OS compatible with the following software
- Microsoft® Office XP, 2003, 2007 (PC), Office 2004 (Mac) – including:
  - Microsoft® Word
  - Microsoft® Power Point®
  - Microsoft® Excel (for selected courses)
  - Microsoft® Project (for selected courses)
  - Microsoft® Internet Explorer version 6.0 or later
  - Adobe® Reader 6.0.1 or later
  - Microsoft® Outlook Express 6.0 or later
- A current anti-virus application (updated regularly)
- e-mail address
- Internet service provider (ISP) account (preferably broadband access)

For the College of Information Systems and Technology, access to additional software is required - all required software is listed on the course resource page. As of this catalog printing, the following software is used:
- Microsoft® Access (for selected courses)
- Microsoft® Visual Studio.NET (for selected courses)
- Microsoft® Visio® (for selected courses)
- Microsoft® SQL Server 2000 Developer Edition (for selected courses)
- JAVA® (for selected courses)
- UNIX/LINUX/Knoppix (for selected courses)
- Adobe® Flash Professional (for selected courses)
- Adobe® Dreamweaver (for selected courses)
- Adobe® Acrobat Standard (for selected courses)
- Adobe® PhotoShop Elements (for selected courses)
- ALICE Software

For the Master of Science in Nursing/Family Nurse Practitioner and the Post Masters Family Nurse Practitioner program, we recommend the following:
- Personal Digital Assistant (PDA)

Note: If the student needs to purchase the indicated computer system, the College of IS&T recommends the student consider acquiring a portable computer (laptop or notebook) for use during classroom demonstrations. The School of Advanced Studies requires Doctoral Students to bring a laptop computer to the residencies. Once enrolled, discounts on computer hardware and software can be found in the Student Store on the http://ecampus.phoenix.edu website.

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.

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 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 University of Phoenix and AXIA College, including degree programs, single courses, non-degree and/or elective programs.

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.
- An Application for Graduation must be completed and graduation fees paid 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, or court order. A new social security card issued by Social Security Administration is required for changes in social security numbers.

Class Attendance

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

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

Additional Attendance Information for Directed Study

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

- To meet attendance requirements in courses completed through directed study, students must post at least one message to any of the course forums during the workshop week. Deadlines for attendance are based on Mountain Standard Time. This must include the submission of all required course assignments; Students who fail to meet this requirement will receive an absence for the week.

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.

Change in Student Status

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

Official Withdrawal

A student wanting to officially withdraw from the University may do one of the following:
1. Complete the self-service official withdrawal automated process via eCampus; or
2. Contact one of the following designated offices in person or by calling (866) 766-0766
   - Enrollment Services
   - Academic Services
   - Finance Services

Re-Entry Students

Students who have not posted attendance at the University for one year or more are subject to any curriculum or degree requirement and policy changes in effect at the time they re-enter. Upon re-entry, students are required to complete a new application and enrollment agreement. A second application fee is not required.

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 with a minimum grade of C- 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 is not from a Graduate level program (i.e. JD, LLB, LLM) will not be accepted. Paralegal degrees are not considered graduate level programs.

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

The regional accreditation agencies are:
- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools

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- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
Harassment Policy

• Unwelcome or unwanted sexual advances. 
• Requests for sexual favors. 
• Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests. 
• Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc. 
• Offensive conduct, verbal or written including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person. 

• The display of sexually offensive pictures, posters, illustrations, or objects. 
• Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, or disability. 

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

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

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

The Americans with Disabilities Act (ADA)

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

Determination of overall reasonable accommodations, governance and compliance with the ADA and Rehabilitation Act for students are managed by the ADA Compliance Officers, available at: Apollo Ethics & Compliance Department 4025 South Riverpoint Parkway Mailstop: CF-L302 Phoenix Arizona 85040

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

Determination of overall reasonable accommodations, governance and compliance with the ADA and Rehabilitation Act for students are managed by the Central Administration Disability Services Advisor, Stefani Rosenstein, located in Phoenix, Arizona, Office of Compliance Management, University of Phoenix, 4615 East Elwood Street, Phoenix Arizona 85040 Fax: (480) 643-1015. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.
Acceptable Use of University Computing and Communication Resources

The University’s computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University’s users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and, for accessing and obtaining the University’s services. Students and faculty using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, Information Security Personnel will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

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

Intellectual Property

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

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

Privacy & Security

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

Monitoring

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

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

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

Restriction of Access to Computing and Communication Resources

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

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

Conditions for Permitting Inspection, Monitoring, or Disclosure

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

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

Confidentiality

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

Responsibility to Inform User of Unauthorized Access or Disclosure

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

Violations and Enforcement

Reporting Violations

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

Apollo Group Internal Audit
M/S AA-B309
4615 E. Elwood St.
Phoenix, AZ 85040
FAX: (480) 929-7499
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. 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
- 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. Depending on the program, student eligibility may be need-based, non-need-based, credit-based, or dependent on other specific conditions. The University currently participates in state grant or scholarship programs in the following states: Arizona, California, Florida, Hawaii, Minnesota, Michigan, Nevada, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, and Vermont.

Contact a local campus or Online Campus finance advisor, as appropriate to your situation, at http://www.phoenix.edu/campus_locations.html for additional information on state grant or scholarship programs.

Students should contact a local campus or an Online campus Student 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 be 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.

Mass Distribution of Student Information

Anyone wanting to release mass distribution of directory student information must first request approval from the Vice President of University Services. Campus personnel must send an e-mail to the Vice President of University Services requesting approval to release student information.

Information Not Released - Non-Directory

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

- Place of birth*
- Month and day of birth*
- Social Security Number, 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’s policy is to maintain the confidentiality of this student information. The University will notify students to provide contact information directly to a third party when this information is requested.

**Student IRNs, SSNs or PINs should not be released to a third party, unless 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: University of Phoenix students who are minors or dependents are protected by FERPA. All third-party inquiries, including parents, require a FERPA Release Form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student, for example legitimate educational interest, 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, Inc.; Netnet Scholarship Management; Aptimus; Proctori; ACS; National Student Clearinghouse; Paradigm, Inc.; Education Sales Management; Double Positive; Hilla Consulting Group; SCRIP-SAFE; General Revenue Corp, i3 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 is defined as:

- A person employed by the University in an administrative, supervisory, academic, research or support staff position
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 University will disclose personally identifiable information to a person employed by or under contract to the University to perform a task.
- The University will disclose personally identifiable information to a person serving on an institutional governing body or committee.

A school official has a legitimate educational interest if:

- Performing a task specified in his or her job description or contract
- Performing a task related to a student’s education
- Providing a service or benefit relating to a student or a student’s family
- Representing a school in which a student seeks to enroll

The University shall retain a record of student information disclosed 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.

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The University of Phoenix, 2011
CONSUMER INFORMATION

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 designs 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 receive copies of or inspect.

Procedure

Students alleging their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the 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. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student’s expense.

A hearing panel appointed by the registrar shall represent the University. The panel shall consider all relevant evidence supporting
students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

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

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

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

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

**Students may not inspect and review the following absent a judicial order or legally issued subpoena:**
- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student
  - Access is permitted only to that part of the record concerning the inquiring student
- Records of instructional, supervisory, administrative, and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied, for example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students’ rights are denied.

**The University may release foreign transcripts to students.**

The University reserves the right to deny transcripts or copies of the students' records may be released to anyone after review and approval from the Registrar’s Office.

Students have the right to file a complaint with the FERPA office in Washington, D.C. Inquiries should be directed to:

**Family Policy Compliance Office**

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, requests for education records on deceased students must have written authorization from the estate executor. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar’s Office.

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

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

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

**Solomon Act**

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes:
- Name
- Address
- E-mail address*
- Telephone number
- Age, including date of birth
- Place of birth*
- Level of education
- Major
- Degrees received*
- Most recent educational institution attended
- Place of birth
- Level of education
- Major
- Degrees received
- Most recent educational institution attended

*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.

**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, e-mail 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’s 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.)
• 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 service or request received, 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
• E-mail 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)
• # 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 e-mail, 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 acquirer
• 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.

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’s policies. Students have the right to limit access to FERPA-defined directory Information about them. To obtain a copy of the University’s 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: 1-800-866-3919
Email: USSC@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. 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.

**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 e-mail, 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, click here.

**Site Hosting and Links from Our Sites to Other Websites**

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

**Privacy Policy Changes**

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

**How to Access Your Information and Contact Us**

If you want access to or wish to update any of your Personal Information or have any questions about our privacy practices, please contact our Chief Ethics and Compliance Officer at Ethics.Compliance@apollogrp.edu or Apollo Group, Inc.

Attn: Chief Ethics & Compliance Officer
4025 S. Riverpoint Parkway
Phoenix, AZ 85040 USA

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Attn: Chief Ethics & Compliance Officer
4025 S. Riverpoint Parkway
Phoenix, AZ 85040 USA
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 Pell Grant**

A Federal Pell Grant is awarded based on each student's financial need. Need is primarily based on adjusted gross income (AGI) and family size. 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 2010-2011 award year is $5,550.

**Year-Round Pell**

According to the Higher Education Opportunity Act regulations, students may be eligible to receive up to two consecutive Pell Grant awards during a single award year, not to exceed 200 percent of the student's scheduled award. Students must meet the following criteria to be considered for a second scheduled award:

- Enrolled in a program of study longer than one academic year in length
- Enrolled at least half-time for the term in which a second scheduled award would be paid
- Received 100 percent of the first scheduled award in a single award year in a certificate, associate degree or baccalaureate degree program
- Successfully completed the credits of previous payment period
- Otherwise eligible for a Pell Grant based on general and program eligibility requirements

**Survivors of Servicemembers Grant**

Effective for the 2009-2010 award year, students who have a Pell Grant eligible expected family contribution (EFC) 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 criterion applies 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) if the following criteria apply:

- 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 enrolled in a postsecondary program, at least part time, at the time of the parent or guardian’s death
- Otherwise eligible for a Pell Grant based on general and program eligibility requirements

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

**Academic Competitiveness Grant**

The Academic Competitiveness Grant (ACG) is available for first-academic-year students who graduated from high school after January 1, 2006, and second-academic-year students who graduated from high school after January 1, 2005.

An ACG provides up to $750 for the first year of undergraduate study and $1,300 for the second year of undergraduate study to a student must meet the following requirements:

- Be a U.S. citizen or eligible noncitizen
- Be a Federal Pell Grant recipient during the same award year
- Be enrolled at least half-time
- Be a first-year or second-year undergraduate student in an eligible undergraduate or certificate program of at least one year
- Have completed a rigorous secondary school program of study

The U.S. Department of Education notifies each federal financial aid applicant who is potentially eligible for an ACG based on information the applicant provides on the current award year Free Application for Federal Student Aid (FAFSA). Further information and final eligibility status is forwarded from the University to the student.

**National Science and Mathematics Access to Retain Talent Grant**

The National Science and Mathematics Access to Retain Talent (SMART) Grant provides up to $4,000 for each of the third- and fourth-year of undergraduate study. Annual limits for National SMART grant recipients are based on grade level progression. The University considers a student to have progressed to the next grade level upon the completion of an academic year (24 credits and 30 weeks of instructional time).

Students must meet the following eligibility requirements:

- Be a U.S. citizen or eligible noncitizen
- Be eligible to receive a Federal Pell Grant in the same award year
- Major in physical, life, computer sciences, mathematics, technology, engineering, or in a foreign language determined critical to national security
- The U.S. Department of Education (ED) publishes a list of eligible majors using the Classification of Instruction Program (CIP) Codes.
- Maintained a cumulative GPA of at least 3.0, on a 4.0 scale, in coursework required for the major

Further information and final eligibility status is forwarded from the University.
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 $1,000. 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 an 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 enrolled in an eligible program at University of Phoenix. Grant recipients will agree to teach for at least four years within eight years of finishing their teacher preparation program and to teach high-need subjects in designated schools that serve low-income students. Recipients who do not complete the four-year teaching obligation will have the grant converted to an unsubsidized Federal Stafford 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 that is awarded to undergraduate and graduate students with exceptional financial need. The 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 school.

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% 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 interview process.

Federal Stafford Direct Loan Program (DL)

Loans made through this program are referred to as Direct Loans (DL). Eligible students and parents borrow directly from the U.S. Department of Education. Direct Loans include subsidized and unsubsidized loans, PLUS Loans, and Consolidation Loans. These loans are paid directly to the U.S. Department of Education. A subsidized loan is awarded based on financial need. Borrower will not be charged any interest before repayment begins or during deferment periods. The federal government subsidizes the interest during these periods.

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

The amounts borrowed depend on student grade level and dependency status at the University.

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 student’s educational expenses. The application process includes completion and submission of a PLUS loan application by the student’s parent. 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 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 of 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 they borrowed the PLUS loan is in-school and for a six-month grace period after the student graduates or drops below full-time enrollment. This change was enacted by the Ensuring Continued Access to Stu...
Federal Financial Aid Counseling
University of Phoenix, 2011

• An explanation of the use of a MPN
• Other terms and conditions
• Information in reference to a borrower's rights and responsibilities
• Description of consequences of default
• Importance of repayment obligation

The Loan Payment Calculator may be used by students or potential borrowers to calculate monthly payments under the standard and extended repayment plans, www.finaid.org/calculators/loanpayments.phtml or www2.ed.gov/offices/OSFAP/DefaultLoan/calc.html.

Federal Stafford Direct PLUS Loans for Graduate and Professional Degree Students
Graduate students can borrow an amount up to the 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 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.

Federal Financial Aid Counseling
• Entrance Counseling
The University ensures loan entrance counseling is conducted online at the U.S. Department of Education website, http://www.studentloans.gov, before a borrower takes out a loan. The interview 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.

• Exit Counseling
The University ensures loan exit counseling is conducted online at the Department of Education National Student Loan Database (NSLDS) website, http://www.nslds.ed.gov/nslds_SA/, at completion of a program or withdrawal from the University. The interview 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 either in person, by audiovisual presentation, or by interactive electronic means. The interview 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

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/allcloud/doc/tuition/Student-Loan-Code-of-Conduct.pdf, to learn about loan regulations.
Students should contact the University by e-mail at PLL@phoenix.edu with any questions about the information in this document.

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:
  • 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
Institutional Grants

State Grants

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, Florida, Hawaii, Michigan, Minnesota, Nevada, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, and Vermont. Please check with your campus financial representative for additional information on the availability of state funded student assistance.

Institutional Grants

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

Thinking Ahead Grant

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

Millennial Grant

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

Early Start Grant

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

Pathway for Success Grant

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

Institutional Scholarships

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

Private student loans are available to students who are not eligible for federal financial aid loans or who need assistance beyond their federal 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:
- Apply Web at http://www.phoenix.edu/tuition_and_financial_options/apply_online.html
- Student Financial Agreement Form
- Authorization to Hold 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 Apply Web 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
- Free Application for Federal Student Aid (FASFA)
- Authorization to Hold Future Charges if, and only if, a student chooses this option

Verification
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, which is the period of time the student successfully completes a minimum of 24 credit hours and 30 weeks of instructional time. Therefore, the student must 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 aid year paperwork is necessary, provided the student is considered enrolled. Returning students may be proactive and submit completed paperwork.

Professional Judgment
With respect to some aspects of eligibility, the University may exercise discretion to accommodate unusual circumstances. 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 adjustments made for a student by another school. The University will review the student’s circumstances and, if appropriate, document the professional judgment decision. The University’s decision regarding professional judgment adjustments is final and cannot be appealed to the U.S. Department of Education.

The University will complete Verification before exercising professional judgment.

Satisfactory Academic Progress Policy

Purpose
Federal Regulations (668.16) requires the University establish a quantitative measurement that consists of a maximum period of time in which a student must complete their educational program as well as a qualitative measurement of work for all federal financial aid recipients.

The University must include a schedule designating the minimum number of credits or amount of work a student must successfully complete at the end of each increment. The maximum timeframe must be divided into increments not to exceed the lesser of one academic year or one-half the published program length. A student must also maintain the minimum grade point average (GPA) as specified by the federal regulations (668.7) or by University policy, whichever is stricter.

Policy
Federal financial aid satisfactory academic progress (SAP) is assessed by two components for both graduate and undergraduate students:
- GPA and academic standing
- A maximum timeframe to complete the educational program of study

Grade Point Average (GPA) and Academic Standing
The qualitative measure of a student’s satisfactory academic progress will be the GPA and academic standing at the University. The GPA is monitored on a continuous basis for academic purposes.

The University academic standing requirements specify that an undergraduate student whose cumulative program GPA drops below the minimum program cumulative GPA of 2.0, or required minimum if higher, must achieve a 2.0 cumulative program GPA at the conclusion of four consecutive courses. Furthermore, the University’s graduation requirements specify that an undergraduate student must ultimately achieve a cumulative program 2.0 GPA, or required minimum if higher, to graduate. Students not meeting the policy will be placed on probation as described in the Academic Policy.

Federal financial aid funding will continue during the qualitative probationary period provided all other eligibility requirements are met.

The University academic standing requirements specify that a graduate student whose cumulative program GPA drops below the minimum program cumulative GPA of 3.0 must achieve a 3.0 cumulative program GPA at the conclusion of four consecutive courses. Furthermore, the University’s graduation requirements specify that a graduate student must ultimately achieve a cumulative program 3.0 GPA to graduate. Students not meeting the policy will be placed on probation as described in the Academic Policy.

Federal financial aid funding will continue during the probationary period provided all other eligibility requirements are met.

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

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

In the case of students who are scholastically disqualified, the student must follow the procedures for regaining eligibility as outlined in the University catalog, by program.

**Maximum Time Frame**

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

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

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

Incremental progression against the maximum period is evaluated for all periods of attendance at the University, including periods during which the student did not receive aid. Students who transfer between programs or drop and re-enter will have their progression evaluated based on the courses that apply to the new program. Successfully completed courses, for the purpose of this policy, are those degree applicable course grades indicated in the Grading Procedures section of the University catalog. Each degree applicable course of the student's program that the student attends counts as an attempted credit. Only courses that are successfully completed count as completed. The following will not be counted as completed courses:

- A grade of Incomplete (I) will not be counted as successful credits or as attempted credits. When the grade is posted, the course will be counted based on the quality points awarded.
- Grades of less than D-, or less than the minimum grade requirement for the course, will count as attempted but not completed.
- If a course is later repeated and quality points are awarded the repeated course will be counted as attempted and successfully completed credits.
- Repeated courses not required, or repeated for GPA reasons, will be counted as attempted in each case; however, only the most recent will be counted as successfully completed.
- A grade of Withdrawn (W) will be counted as credits attempted but not as credits successfully completed.

Students who are not making satisfactory progress will be placed on Financial Aid Probation for a 24-credit increment. Students placed on probation will be given an opportunity to demonstrate they can earn sufficient credits to complete their educational program within the maximum period of 150 percent of the length of that student's educational program.

When a student falls below 16 credits or 67 percent in a given increment, the student will be placed on probation. A student on probation will have progress monitored at the completion of each course. If the student cannot earn at least 67 percent, or is more than 8 credits deficient while on probation, the student becomes disqualified. If a student on probation successfully completes the probationary period but still has a credit deficiency, the student will continue to be monitored for credit deficiency until the completion of the next increment. If at any point, it is clear that the student cannot meet the 67 percent completion standard, the student will be placed on financial aid disqualification.

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

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

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

<table>
<thead>
<tr>
<th>Credits Completed</th>
<th>Current Status</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 credits out of 24 attempted</td>
<td>Regular</td>
<td>The student achieved 67% minimum as of the end of the increment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student continues to maintain satisfactory academic progress (SAP).</td>
</tr>
<tr>
<td>12 credits out of 24 attempted</td>
<td>Regular</td>
<td>The student earned less than the 16-credit minimum and was deficient four credits (16-12).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student achieved 50% as of the end of the increment and is placed on probation.</td>
</tr>
<tr>
<td>16 credits out of 24 attempted</td>
<td>Probation</td>
<td>The student achieved the 16 credit or 67% minimum to meet the satisfactory academic progress requirement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student remains deficient four credits from the prior increment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student will continue to be monitored for credit deficiency.</td>
</tr>
<tr>
<td>21 credits out of 24 attempted</td>
<td>Monitoring status for credit deficiency continues.</td>
<td>The student achieved the minimum 16 credits or 67%, and resolved the four credit deficiency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student is making acceptable progress, can achieve completion of the program within 150% of the maximum period.</td>
</tr>
</tbody>
</table>


Student Appeals

Students who failed to meet satisfactory academic progress (SAP) required for an academic program, and who were not able to meet the minimum requirements during the probationary period, may appeal the disqualification to regain eligibility for federal financial aid. If there are extenuating circumstances that should be considered during the appeal process, federal financial aid reinstatement may be possible.

Appeals are only considered if the reasons preventing successful academic progress are serious and compelling. For example:

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

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

Reestablishing Academic Progress

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

Cost of Attendance 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 the prior award year.

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

- Ten months for bachelor’s degree-seeking students;
- Nine months for Axia College of University of Phoenix associate’s degree-seeking students
- Twelve months for graduate students

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Undergraduate $72.00</th>
<th>Master $73.33</th>
<th>Doctoral $83.33</th>
<th>Axia $71.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic course material</td>
<td>- Undergraduate $90.00</td>
<td>- Graduate $110.00</td>
<td>- Doctorate $125.00</td>
<td></td>
</tr>
</tbody>
</table>

A student should contact their local campus for detailed information regarding actual tuition expenses.

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 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.

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. The University averages each childcare type for weekly and hourly cost for each state. This documentation is available for review, upon request.
Leave of Absence Policy

For students receiving federal financial aid, a change in enrollment may result in a cancellation or reduction of federal financial aid. Students should contact a Student Finance Advisor to determine eligibility for a leave of absence (LOA).

A student may be approved by the University for up to two LOAs in a 12-month period. Students who wish to take a second LOA may do so only for special circumstances as indicated below in the Length and Number of Approved Leaves section. Generally, each LOA may not exceed 60 days in length. During the leave of absence, the student is not considered withdrawn and no Return of Title IV (R2T4) Calculation is required. For the LOA to be approved, the University may not assess additional charges related to the leave of absence. The University will not grant an unapproved LOA.

Required Documentation

A LOA may be considered approved if the University determines there is a reasonable expectation that the student will return. In addition, the student must follow the University’s policy in requesting the LOA by providing a written, signed and dated request to the campus on or before the last date of class attendance. The request must include the reason for the LOA. The campus must forward the request to Apollo Financial Aid (AFA) within 20 days of the student’s last date of class attendance.

However, if unforeseen circumstances prevent a student from providing a request to the campus on or before the last date of class attendance, the University may grant the LOA if the campus has provided the written, signed and dated request that substantiates the unforeseen circumstance. The student must submit the LOA to the campus within 15 days of the last date of class attendance. The campus must provide the request to AFA within 20 days from the student’s last date of class attendance.

Unforeseen circumstances may include, and are not limited to the following:

• Medical and family emergencies
• Business travel
• University course cancellation or facility closure
• Natural disasters

Length and Number of Approved Leaves

Students may be approved by the University for up to two nonconsecutive leaves of absence in a 12-month period. Generally, each LOA may not exceed 60 days in length. Time in excess of 60 days, not to exceed 90 days per LOA in any 12-month period for a total of 180 days during the 12 month period, may be approved on an exception basis for unusual circumstances. These circumstances may include, and are not limited to, the following issues:

• Military reasons
• Circumstances covered by the Family and Medical Leave Act of 1993
• Jury duty

Students who wish to take a second LOA during the 12-month period may do so only for special circumstances that include, and are not limited to, the following issues:

• Military reasons
• Circumstances covered by the Family and Medical Leave Act of 1993, ADA accommodations
• Jury duty
• University course cancellation or facility closure
• Natural disasters

Students must clearly note the reason for the LOA on the request. Students returning from a first LOA must complete at least one course, with a grade other than (W) or (WF), prior to requesting a second LOA.

The LOA start date will always equal the student’s last date of class attendance and will be used to count the number of days in the LOA. The count should be based on the number of days between the last date of class attendance and the reentry date. The first approved LOA and its associated last date of class attendance is used when determining the start date for the 12-month period. LOAs that begin with a (W) grade course cannot exceed 60 days from the end date of the withdrawn course. This period coincides with the maximum length of the Authorized Withdrawal Tuition Credit (AWTC). Therefore, the actual length of the approved LOA could be more than 60 days and will be calculated from the actual last date of class attendance to the scheduled course reentry date.

Students can receive an LOA in this situation only if campuses approve the corresponding AWTC. If the campus denies the AWTC associated with the course that begins the LOA, the LOA will be denied. Zero cost courses will not require an AWTC. LOAs that begin with an (I) or (F) grade may be approved based on course completion. Academic requirements for the (I) grade may be completed during the LOA and within the time prescribed by the University. When the student returns from the LOA, he or she will have an opportunity to review their academic program and choose an alternate course or retake the course to complete degree or certificate requirements. Tuition charges will apply to the new course that replaces the (I) or (F) grade.

Disbursements during an LOA

The University may disburse Pell Grant, ACG, SMART, FSEOG and Perkins Loan funds to a student on an LOA if the LOA crosses into a new award year and it is before the award year close-out period. Federal financial aid 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.

Accounting Procedure

Federal financial aid regulations indicate that students returning from a LOA must be allowed to complete coursework started prior to the leave, with no additional charges assessed. The University will allow students, who start a LOA during a course to withdraw with an AWTC. Students who start a LOA during a course and receive a (WF) grade are not eligible for the AWTC and therefore, will be ineligible for an approved LOA.

For students whose LOA begins in a (W) grade course, the student, and campus will complete the LOA and AWTC requests. AFA will review and approve the LOA based on the AWTC approval by the campus. It is not necessary for the AWTC to be applied to the same course from which the student withdrew. Further information on the AWTC process, is located in the Corporate Accounting Finance Policy and Procedures Manual, Section 2.04.02.

Failure to Return

The University will advise the student, prior to granting the LOA, the effects that failure to return from a LOA may have on the student’s loan repayment terms; including the expiration of the student’s grade period. A student on an approved LOA will be considered enrolled at the University and would be eligible for an in-school deferment for federal financial aid loans. If a student does not return from an approved LOA using the reentry course start date as originally approved, the withdrawal date and beginning of the grace period will be the last date of class attendance. Students who reenter and attend a course that starts on the approved reentry
date, but who do not show attendance on the course start date, will be considered to have reentered as scheduled.

**Terms and Conditions**

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**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 and 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 standard, extended, graduated, income-contingent for direct loans, income-sensitive for Federal Family Education Loan, or an income-based repayment plan.


**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, Direct Study, state sales tax and electronic course materials.

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 Hold Funds**

The University applies federal financial aid funds to a student account for current tuition, electronic course material, and directed study fees including state sales tax for the payment period and prior year charges up to $200.

If a student authorized the University, through completion of the Authorization to Hold for Future Charges form during the financial aid application process, the University also holds federal financial aid funds for unpaid estimated future charges owed to the University for the payment period.

If a student is eligible to receive any remaining funds for the payment period, the credit balance funds are returned to the student in a living expenses check. At that time, the student is notified of the disposition of funds the University retained. Total processing time is approximately two weeks from date the University receives funds from the lender.

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

There are three options to notify the University regarding Authorization to Hold for Future Charges form:

- Initial notification on financial aid website (FAW)
- When a student electronically signs the form, they no longer have access to make corrections on the FAW for that award year.
- Update or Change Authorization to Hold for Future Charges
  - If a student wants to update original authorization to hold funds, they can submit a Financial Aid Change form. This form is available for print from the FAW.
  - 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 Hold for Future Charges form at any time.
  - AFA processes the request accordingly.

- A submitted update is only in effect for future disbursements and the authorizations are retroactive.

**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 a student’s 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 he successfully completes one-half the weeks of instructional time and one-half the credit hours in the academic year, program or the remaining por-
tion 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.

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.

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.

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

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.

For more information, contact a Finance Advisor or view the Financial Options Guide at http://cdn-static.phoenix.edu/content/dam/altcloud/tuition/financial-options-guide.pdf.

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

Veterans Educational Benefits

Students who are entitled to U.S. Department of Veterans Affairs (VA) education benefits must make initial contact with their campus veteran affairs certifying official. A formal application for admission to the University should be completed before applying for VA education benefits. Application for veteran education benefits should be sent to a student’s local campus certifying official for submission to the VA.
Each University of Phoenix program and classroom, or distance education option, requires separate state approving agency approval for the training of veterans or eligible persons. A student should contact their local campus for information on current approvals.
VA education benefit eligibility and payment rates vary depending on each individual's military history and educational program being pursued. Only the VA can determine VA applications eligibility. For information, a student should contact a VA representative in a student's area, toll free at 1-888-GI-BILL-1 (1-888-442-4551) or review www.gibill.va.gov/.
Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the Educational Service Officer on the student's
University of Phoenix, 2011

Credit for Prior Education and Training
Credit for prior education or training must be evaluated and reported to the VA prior to the start of week 25 of enrollment. The VA may not always pay VA education benefits after week 24 if the VA 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 or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

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

Academic Disqualification
Academic disqualification (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 VA educational benefits after disqualification. VA and the 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 VA education benefits will also be necessary to reestablish benefits with University of Phoenix.

VA 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.

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 their Military University Representative at least two weeks before a student’s class start date.

Tuition Assistance op-Up Benefit
Active duty students requesting to use the Tuition Assistance Top-Up (TATU) benefit program should direct all questions or concerns to the VA at 1-888-GI-BILL-1 (1-888-442-4551) or their website 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, go to www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html.

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

- The student, an appropriate officer of the Armed Forces or official of the Department of Defense gives verbal or written notice to the University Military Division confirming the absence from the University was necessitated by service in the uniformed services.
- The cumulative length of the absence and all previous absences from University of Phoenix by a reason of service in the uniformed services does not exceed five years.

Upon receipt of deployment orders, students should notify the University Military Division either orally or in writing. A copy of the military deployment paperwork or a signed official letter from the commanding officer be submitted to a student’s local campus is recommended. Although this formal documentation is not required at the time of deployment, it will be necessary to be readmitted.

A student who submits an application for readmission to the University must provide documentation to establish the following:

- The student has not exceeded the specified service limitations
- The student’s eligibility for readmission has not been terminated
- Separation of such person from the Armed Forces, including the National Guard and Reserves, with a dishonorable or bad conduct discharge;
- Dismissal of such person permitted under section 1161(a) of Title 10, U.S.C.
- Dropping of such person from the rolls pursuant to section 1161(b) of Title 10, U.S.
GENERAL INFORMATION

Accreditation, License and Approvals

The University is reviewed, approved, and accredited by federal, state, 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 following 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
- Montana Office of the Commissioner of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Commission on Higher Education
- New Mexico Higher Education Department
- Board of Governors 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 Education
- South Carolina Commission on Higher Education
- South Dakota Board of Regents
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- Commonwealth of Virginia Council of Higher Education
- State of Washington Higher Education Coordinating Board
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

Private
Regional Accreditation
Since 1978, the 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
The Associate of Arts with a Foundation of Business concentration, Associate of Arts with a concentration in Accounting, Bachelor of Science in Business, Master of Business Administration, Master of Management, Doctor of Business Administration, and Doctor of Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

ACBSP
7007 College Blvd., Suite 420
Overland Park, KS  66211
(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 at the Phoenix and Tucson campuses and the Master of Science in Counseling Program with a specialization in Mental Health Counseling at the Utah Campus 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.
To obtain a copy of the University’s 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) 557-1818.

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, nursing and health care, social and behavioral sciences, natural sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at http://www.phoenix.edu/programs/collective-programs.html.

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 to qualified disabled students in all University programs and activities.
Students have the responsibility to both self-disclose and request accommodation through the campus Disability Services Advisor. Communication with faculty or other staff members does not constitute fulfilling the University ADA accommodation requirements. Verification through documentation from a health care provider is required prior to accommodations 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

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
480.436.4600
Fax: 480.303.5832

Campus contact information is located at http://www.phoenix.edu/campus-locations.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:
- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement
- 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

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

Completion Rates
The University calculates completion rates of all enrolled students, including first-time attendees and those with prior college experience. The University completion rate is defined as the percentage of students who enter the institution and went on to be degree-complete within 150 percent of normal degree completion time. Data are collected on the number of students entering the institution as degree- or certificate-seeking students in a particular cohort year. Completion rates are disaggregated by race or ethnicity, gender, and federal financial aid grant or loan funds.

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. This graduation measure includes only undergraduate degree- or certificate-seeking students that have never attended another institution of higher learning and graduate within 150 percent of normal time to completion. Data are collected on the number of students entering the institution as full-time, first-time degree- or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The institution normally counts students as completing or graduated by the end of the 12-month period ending August 31, 2009.

Retention Rates
In accordance with HEA, as amended, each postsecondary educational institution must make available information regarding retention rates as defined by the Integrated Postsecondary Education Data System (IPEDS). Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. This is the percentage of first-time degree- or certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Personnel
General information about University of Phoenix academics, financial options, joining the faculty or other University matters is located at www.phoenix.edu/about_us/contact_us.html.

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

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

Official Withdrawal
A student wanting to officially withdraw from the University may do one of the following:
1. Complete the self-service official withdrawal automated process via eCampus
2. Contact one of the following designated offices in person or by calling (866) 766-0766
   - Enrollment Services
   - Academic Services
   - Financial Services

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

Rescission of Official Notification
Students who rescind their intent to withdraw must provide an electronic or written statement to the University stating their intent to remain in academic attendance through the end of the payment period.

If the student subsequently withdraws after a rescission is processed to withdraw, the withdrawal date is the later of the following:
1. The date the student first provided notification to the University
2. The last date of academic attendance determined from the University’s class 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 10 days after the 29th day the student was in class attendance.

Rescind Process
Students who rescind an intent to withdraw must provide the Official Withdrawal Rescission form via eCampus.

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 to cover 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 amount of federal financial aid a student earned in a payment period is determined by the following formula:

Total Number of Calendar Days Completed in Payment Period
Total Number of Calendar Days in Payment Period = Percent Earned

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

A financial federal aid credit balance created during the payment period will not be released to the student nor returned to the federal financial aid programs prior to performing the R2T4 Calculation. The University will hold these funds even if, consistent with the 14-day credit balance payment requirements, it would other-
wise be required to release. The University will perform the R2T4 Calculation, including any existing federal financial aid credit balance for the period in the calculation 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’s account when the 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 the student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 Calculation, the University will pay any remaining federal financial aid credit balance in one or more of the following ways:

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

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 Department of Education does not specify the order of return to the federal financial aid programs for a credit balance, the University will make a determination that is in the best interest of the student.

The total federal financial aid disbursed to the student, or that could have been disbursed to the student, or on the student’s behalf, minus the amount of federal financial aid earned by the student determines the amount of federal financial aid loan and grant aid that is unearned and 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 following resources are used as a matching source:

- 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 made prior to the student’s 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, and 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 as soon as possible but no later than 45 days after the date the University determines that the student has withdrawn.

**Timeframe for Returning Unclaimed Credit Balance**

If the University attempts to disburse a credit balance by check and the check is not cashed, the University must return the funds no later than 240 days after the date the University issued the check. If a check is returned to the University, or an electronic funds transfer is rejected, the University may make additional attempts to disburse the funds, if those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or an electronic funds transfer 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.

**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
State Refund Policies

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

Minnesota

Students in the state of Minnesota are notified, in writing, of acceptance or rejection of their admission application. If the University rejects the student, all tuition, fees and other charges shall be refunded.

Notwithstanding anything to the contrary, all tuition, fees, and other charges paid by a student will be refunded, if the student gives written notice of cancellation within five business days of signing the Enrollment Agreement regardless of whether the program has started.

When a student has been accepted by the University and gives written notice of cancellation following the fifth business day, but before the start of the program, all tuition, fees and other charges, except 15 percent of the total cost of the program not to exceed $50 shall be refunded to the student.

When a student has been accepted and gives written notice of cancellation after the start of the course for which the student has been charged, but before completion of 75 percent of the period of instruction, the amount charged for tuition, fees, and all other charges shall be prorated as a portion of the total charges for tuition, fees and all other charges.

For example, if a student attends one to six classes, the pro rata refund of tuition, fees, and other charges are based on the number of days in the term plus 25 percent of the total program cost. An additional 25 percent of the total cost of the period of instruction may be added, but shall not exceed $100. After completion of 75 percent of the period of instruction, or seven or more classes, for which the student has been charged, no refunds are required.

Example of a refund on attendance for a 5-week course:

Attend 1 week 80% refund due
Attend 2 weeks 60% refund due
Attend 3 weeks 40% refund due
Attend 4 weeks no refund due

Example of a refund on attendance for a 6-week course:

Attend 1 week 83.3333% refund due
Attend 2 weeks 66.6667% refund due
Attend 3 weeks 49.9999% refund due
Attend 4 weeks 33.3333% refund due
Attend 5 week no refund due

Example of a refund on attendance for a 9-week course:

Attend 1 week 88.8889% refund due
Attend 2 weeks 77.7778% refund due
Attend 3 weeks 66.6667% refund due
Attend 4 weeks 55.5556% refund due
Attend 5 weeks 44.4445% refund due
Attend 6 weeks 33.3334% refund due
Attend 7 weeks no refund due

The University shall acknowledge in writing any valid notice of cancellation within 10 business days after the receipt of such notice and within 30 business days shall refund to the student any amounts due and arrange for termination of the student’s obligation to pay any sum in excess of that due under the cancellation and refund policy.

Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in cases where the notice is hand-carried, it shall occur on the date the notice is delivered to the University. The date of execution of the Enrollment Agreement shall be presumed to be the date of delivery of the notice of acceptance, and if delivered by mail, the postmarks date of the letter of acceptance.

If a student’s enrollment in the University is canceled for any reason, the University shall notify any agency known to the University to be providing financial aid to the student of the cancellation within 30 days.

The refund policy is not conditional upon compliance with the University regulations or rules of conduct. No promissory instrument received as payment of tuition or other charges shall be negotiated prior to the completion of 50 percent of the program. Prior to that time, instruments may be transferred by assignment to purchasers who shall be subject to all defenses available against the University named as payee. Contact Minnesota Higher Education Services Office at

Minnesota Higher Education Services Office
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108

Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the Minnesota State Grant Program, the SELF Loan Program, and other aid programs with the exception of the state Work Study Program, the Minnesota Higher Education Services Office Refund Calculation Worksheet, Appendix 14, of the Minnesota State Grant manual is used.

Indiana

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

The University must make the proper refund no later than 31 days of the student’s request for cancellation or withdrawal.

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

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

If the student has not visited the University prior to enrollment and, upon touring the University or attending the regularly scheduled orientation or classes, the student withdrew from the program within three days.
A student withdrawing from an instructional program after starting the instructional program at the University and attending one week or less, is entitled to a refund of 90 percent of the cost of the financial obligation, less an application or enrollment fee of 10 percent of the total tuition, not to exceed $100.

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

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

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

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

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

Example of a refund on attendance for a 9-week course:
- Attend 1 week 90% refund due
- Attend 2 weeks 75% refund due
- Attend 3 weeks 40% refund due
- Attend 4 weeks 50% refund due
- Attend 5 weeks 40% refund due
- Attend 6 weeks no refund due

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University's Institutional Refund Policy. The following exceptions apply:

**Arizona**

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

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three 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’s Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three 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 29 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 29 days is considered withdrawn.

**Kansas or Missouri**

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

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.
- Refunds are paid within 30 days of a student's official withdrawal.
- A tuition refund must be requested in writing on or before the three-day period. After the three-day period, all fees, including applications fees, assessment fees, and book fees, are non-refundable.
- A student who cancels enrollment anytime before the start of the first class session will receive a full refund of all monies paid.

**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 five calendar days of signing the Enrollment Agreement.
- To cancel enrollment, a student must notify the local campus in writing on or before the five-day period. After the five-day period, all fees, including applications fees, assessment fees, and book fees, are non-refundable.
- A student who withdraws before the first class and after the five-day cancellation period is obligated for the registration fee.
- Refunds will be paid no later than 30 days after cancellation.

**Kentucky**

Students in the state of Kentucky will have tuition refunded using the University’s 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 29 days is considered withdrawn.

**Louisiana**

Students in the state of Louisiana will have tuition refunded using the University’s 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.

**Nevada**

Students in the state of Nevada will have tuition refunded using the University’s 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 within 15 calendar days after one of the following, whichever is applicable:
  - The date of cancellation by a student of his or her enrollment
  - Termination by the University of the enrollment of the student
  - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  - The last day of attendance of a student
- 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.

**Oregon**

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

**South Carolina**

Students in the state of South Carolina will have tuition refunded using the University’s Institutional Refund Policy including 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 $100 if the student does not attend a course.
- The University may retain an administrative fee up to $100.
- Refunds will be paid within 40 days of a student’s official withdrawal.

**Wisconsin**

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

- Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid.
- Refunds will be paid within 30 days of 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.

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

**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
• Perform the work publicly by means of a digital audio
transmission in the case of sound recordings

The copyright law states, “anyone who violates any of the exclu-
sive 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 activi-
ties 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 soft-
ware 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, photogra-
phs, 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 tech-
ology will infringe the copyright protections of content owners.

If P2P file-sharing applications are installed on a student’s com-
puter, the student may be sharing someone else’s copyrighted
materials without realizing they are doing so. As a user of the Uni-
versity 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 infringe-
ment 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 applica-
ble 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 impermissi-
ble activities.

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

Disciplinary sanctions will be based on the seriousness of the situa-
tion and may include remediation based on a comprehensive sys-
tem 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 con-
junction with additional sanctions through the University Student
Code of Conduct, its Acceptable Use Policy and any other Univer-
sity 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 fac-
sulty about copyright laws and the response to copyright infringe-
ment claims by the University:

The University informs its pervasive community through the Con-
sumer 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 e-mail 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 Millenium Copyright Act (DMCA) Policy**

The University’s computer networks, including its online library
and classroom environment are critical assets. Accordingly, Uni-
versity of Phoenix respects the rights of the copyright owners and
expects its faculty, staff, students, interns and any affiliates to com-
ply 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’s Copy-
right and Peer-to-Peer File Sharing Policy.

In addition to sanctions that may be applicable under the Univer-
sity’s Student Code of Conduct Policy, the Acceptable Use of Com-
puting 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 Copy-
right Act (DMCA), has established a mandated process for receiv-
ing 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 e-mail, or by U.S. mail to the agent listed below:

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

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

Please note that the DMCA provides that a student may be liable for damages including costs and attorneys’ fees if a student falsely claim 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 e-mail 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 copyright 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 e-mail 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. 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 police or 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 or 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.sexasoffender.com and http://nsopw.gov. You can search by city, county, or zip code. This information is collected by other agencies and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the 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. has 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, Apollo’s U.S. based subsidiaries, and Meritus, faculty, and students in an emergency, dangerous or otherwise high-risk situation at an Apollo site.

Apollo maintains 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 Apollo community at an Apollo 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, and Meritus, faculty, and students in an emergency, dangerous or otherwise high-risk situation at an Apollo site.

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

Campus Security Authority Contact List

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts for University security issues. Contact information for all campus security authorities can be viewed at www.phoenix.edu/about_us/campus_safety/campus_security_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/policies.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 Financial Aid Services 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 2008-2009 Report
In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University’s program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.
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STUDENTS’ RIGHTS AND RESPONSIBILITIES

Student Code of Conduct

The Student Code of Conduct of University of Phoenix supports the University's mission to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University’s academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse.

A University is a marketplace of ideas and, in the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives. By virtue of membership in the University’s academic community, students accept an obligation to abide by this Student Code of Conduct. Conduct, either on or off-campus, that is determined to impair, interfere, or obstruct the opportunities of others to learn or that disrupts the mission, processes, or orderly functions of the University will be deemed misconduct and shall be subject to appropriate disciplinary action. Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following enumerated violations:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Stalking, persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
4. Disruptive behavior that hinders or interferes with the educational process.
5. Violation of any applicable professional codes of ethics or conduct.
6. Failure to promptly comply with any reasonable directive from faculty or University officials.
7. Failure to cooperate in a University investigation.
8. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).
9. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.
10. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students or their employers.
11. Falsification, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.
12. Violation of the Student Code of Academic Integrity.
13. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.
14. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).
15. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-14 above).
16. Violation of federal, state, provincial, or local laws or regulations that impacts the University’s educational environment.

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

A. Alleged Violations:
1. An alleged violation of the Student Code of Conduct, unless related to student records, shall be forwarded in writing to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee.
2. An alleged violation of the Student Code of Conduct that relates to student records shall be forwarded in writing to the Registrar.
3. All alleged violations of the Student Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.
4. An alleged violation of the Student Code of Conduct may result in a warning or it may be subject to review by a Campus Committee as described below.

B. Investigation:
1. Alleged violations of the Student Code of Conduct shall be investigated in a prompt and reasonable manner.
2. The investigation shall gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.
3. While an alleged violation of the Student Code of Conduct is being investigated, a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with Apollo Legal Services and/or the Office of Dispute Management.

C. Notification:
1. A student who is charged with a violation of the Student Code of Conduct shall be notified of the specific charge(s) in writing by a Charging Letter sent via Certified Mail, Return Receipt Requested, or comparable means, and shall be given ten days to submit a written response to the designated University official. (Note: If this is a drug and/or alcohol related offense you must also notify the Office of Dispute Management.)
2. Failure of a student to respond to the Charging Letter shall result in suspension from the University following completion of the current course if the student is then actively attending classes and is not subject to immediate suspension.
3. In those instances where the campus determines the conduct does not warrant a Charging Letter, it may choose to issue a Warning Letter and/or provide counseling to the student. Note: A Warning Letter is not appealable.
D. Student Response

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

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

E. Campus Committee:

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

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

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

F. Registrar's Committee:

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

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

3. The Committee composition shall be at least three 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. (Note: Students who are subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of their Campus Committee adjusted as necessary to comply with that code).

G. Committee Process:

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

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

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

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

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

H. Decision:

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

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

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

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

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

I. Sanctions:

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

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

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

J. Appeals:

1. In those instances where students are found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) within ten days of receiving the campus decision. The SDRC is usually comprised of a senior manager from the University, a Regional Director of Academic Affairs, and an Associate or Assistant Dean from the accused student’s college (or their respective designee). The decision of the SDRC is final and shall be communicated directly to the student and the campus, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion (see H.3. above).

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

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.

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. 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.

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

- 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.
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. The Supplemental Standards address a candidate's affective attributes and disposition to be an educator/administrator. Corresponding Professional Dispositions Rubric provides additional guidance.

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

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

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

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

Procedure for Processing Referral Forms

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

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

A. One Referral

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

B. Two or More Referrals

1. Notification of a Referral Form(s) is sent to the candidate in writing by the Campus College Chair or designee identifying the candidate's deficiencies in meeting the above Supplemental Standards.
2. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the CRC.
3. The candidate shall be provided with ten (10) days to respond to the notification.
4. After the candidate has the opportunity to respond, the Campus College Chair or designee shall convene a meeting of the Candidate Retention Committee.

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

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

C. Candidate Retention Committee

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

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

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

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

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

6. The decision of the CAAC is final.
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 (“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.

University of Phoenix Supplemental Standards for Candidates in Education Administration and Supervision Programs

Procedures for Processing Referral Forms

The College of Education has instituted processes to ensure that administrative candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate’s deficiencies and promote dialogue on how the candidate can improve and move forward in their program. During the course of their program, faculty members, through a review of grades and dispositions, will monitor a candidate’s academic progress. The Campus College Chair (CCC), or designee, will serve as the primary point of contact in instances where a remediation plan and/or Candidate Retention Committee are deemed necessary.

A. One Referral

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

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

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

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

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

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

Students’ Right to Privacy
The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:
1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar’s Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
4. Students’ written consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student’s name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.
The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

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

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student's signature and date. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-L201, Phoenix, AZ 85040, Fax (480) 643-1600.
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. Undergraduate students requesting financial aid must register for a minimum of 24 credits. Students must sign an Enrollment or Disclosure Agreement for the degree program which they intend to pursue. Students who change programs or who reenter after an absence of one year or more must sign a new Enrollment or Disclosure Agreement.

The student’s enrollment agreement defines the student’s curriculum and degree requirements. The executed enrollment agreement will be effective for a one year time period from the date signed. If the student has not started their program within this timeframe, the student will be required to submit new admissions paperwork (application and Enrollment/ Disclosure Agreement) and update to the most recent version available at their campus.

Admission Statuses

There are ten types of admission statuses at the University of Phoenix: Admitted, Provisional, Registered, Deferred, International Verification, Conditional, Non-Degree, Denied for Cause and Denied. Applicants to certain degree programs are permitted to begin their course of study under Registered, International Verification and Provisional Admissions Status, but are not considered matriculated and unconditionally accepted until the Office of Admissions grants Admitted status and all transfer credits are reviewed for applicability to the degree program.

Official decisions regarding your admissions and academic statuses may be delivered to you via your 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 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 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. 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 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 disqualified for admission are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification.

Registered Status

Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under Registered status by completing an application and paying the application fee. The University makes no guarantees of a favorable admission to students enrolled in course work under Registered status. Students relying on foreign education to meet admission requirements or who are required to take the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or the Berlitz Online English Proficiency Exam are not eligible to attend classes under Registered status until all admission requirements are met and a favorable evaluation has been performed by an approved foreign credential evaluation agency or evaluation performed by the Office of Admissions & Evaluation.

Orientation Pending (OP)

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

Deferred Status

Students will placed on Deferred Admission status if documentation or information required to render an official admissions decision and grant Admitted status are missing from the student’s file. Students will remain on Deferred status until the required documents or information is received, and students on Deferred admission status should not attend further classes until this resolved.

International Verification (IV)

Students who submit copies of academic credentials earned outside of the United States and Canada may be admitted on International Verification status for a period of four courses. Students will remain on this status until either original academic records or a verification response sent directly from the issuing academic institution is received.

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

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Disqualified for Verification (DV)
Students who have been admitted on International Verification status and a verification response or original academic records are not received by the completion of the fourth course will be placed on Disqualified for International Verification status until the required documentation is received. Student on Disqualified for International Verification Status may not attend further courses and cannot change programs until the required documentation is received.

Conditional
Students who are high school seniors who have not yet graduated may be granted conditional status to Axia College 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 program with Axia College.

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 must meet all admissions and prerequisite requirements for the program in which the courses are included. Non-degree status may be granted upon completion of the application. Placement on this status for a student is determined by the campus in which the student seeks to complete non-degree coursework.

Denied for Cause Status
Applicants who have violated a policy or procedure, or committed some other act that would be considered sanctionable based on the Student Code of Conduct prior to becoming a student will be placed on Denied for Cause status and not be able to attend the University.

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

Student Academic Statuses
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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 will result if a student fails to clear his/her Academic Probation status within the probationary period. Disqualified students are not eligible for re-entry until the lapse of six months. The date of disqualification will be the course end date of the final course completed within the Academic Probation sequence. No exceptions to the 6 month disqualification will be granted by the Student Appeals Center (SAC). The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. To re-enter, a formal application must be submitted in accordance with University admissions procedures; in addition, applicants should explain the reasons for the scholastic deficiencies, the manner in which the intervening time has been spent, and why they should be given favorable consideration for re-entry. The re-entry file will be reviewed by the Student Appeals Center and a decision reached regarding re-entry. If approved, the student would be required to complete all program requirements in effect at the time of re-entry and will be placed on Academic Probation for a four course period. 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.

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(s) for which the student was 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.

Expulsion (EX)
Expulsion occurs when a student is removed from the university and not allowed to return under any circumstances. The student's date of expulsion will be noted on their permanent transcript. Their existing schedule will be deleted and scheduling will be restricted.

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

Students who have been Disqualified for Admission (placed on DA academic status) 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. A student may be placed on Scholastic Suspension due to a violation of the Student Code of Conduct or for the failure to meet the minimum grade requirement after the second attempt of a course required for progression in their degree program. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on progression requirements. A student may appeal to the Student Discipline Review Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct. The University will note the date a student is placed on and removed from Scholastic Suspension on the permanent transcript.

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.

Academic Probation

Academic Probation shall occur when a student’s grade point average falls below acceptable levels. Undergraduate students must maintain a program grade point average of 2.0 while graduate students must maintain a program grade point average of 3.0. Probation lasts for a period of four consecutive 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. 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, harassment, or a violation of University policy must present their grievance in writing to the Campus Director of Academic Affairs, Director of Operations, Director of Student Services, or designee, as appropriate, within six (6) weeks of the incident. Such grievances are to be heard by a Campus Committee comprised of the following: one campus administrator, who will serve as Chair; one faculty member; and one student representative. A campus decision based upon the Campus Committee’s recommendation may be appealed to the Office of Dispute Management (ODM) for review by the Central Administration Appeals Committee (CAAC) within ten (10) days of the date the student receives the decision from the campus.

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

Student Appeals Center (SAC)

For academic issues, students may submit through their Academic Representative to the Student Appeals Center (SAC) in ODM a request for a policy exception or to appeal a decision of the Office of Admissions & Evaluation. It is incumbent upon the student to provide their Academic Representative with an appeal letter and all relevant documents, forms, and statements of support. The Academic Representative will submit all of this information to SAC electronically. These appeals are generally sent to a college dean for review and decision. Note: grade disputes are not appealable to SAC.

In all cases of student grievances and appeals, if the issue cannot be resolved after exhausting the University’s administrative procedures, the student may file an external complaint.

State Boards

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

In Florida, the student may contact the Florida Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1411, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.

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

In Maryland, the student may contact Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401-1781, telephone (410) 260-4500.

In Georgia, the student may contact the Georgia commission, Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084 Telephone: 770-414-3306.

In New Mexico, the student may contact the State of New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 87501-4295, telephone (505) 827-7383.

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

In Ohio, the student may contact the State Board of Proprietary School Registration, 35 East Gay Street, Suite #403, Columbus, OH
In Oregon, the student may contact the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

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

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

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

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

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

Formal grade reports are available through the student web site upon completion of each course. Grade reports indicate the course taken, credits received, and grade assigned. A student who has failed to make payment for tuition of a course will have the grade withheld until payment is made.

Faculty members are required to post final grades within seven days of completion of the course.

The University has established the following grading guidelines to be complied with by all faculty.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>= 4.00</td>
</tr>
<tr>
<td>A−</td>
<td>= 3.67</td>
</tr>
<tr>
<td>B+</td>
<td>= 3.33</td>
</tr>
<tr>
<td>B</td>
<td>= 3.00</td>
</tr>
<tr>
<td>B−</td>
<td>= 2.67</td>
</tr>
<tr>
<td>C+</td>
<td>= 2.33</td>
</tr>
<tr>
<td>C</td>
<td>= 2.00</td>
</tr>
<tr>
<td>I</td>
<td>= Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>= In Process</td>
</tr>
<tr>
<td>IX</td>
<td>= In Progress extension</td>
</tr>
<tr>
<td>W</td>
<td>= Withdrawal</td>
</tr>
<tr>
<td>W/F</td>
<td>= Withdrawal failing</td>
</tr>
<tr>
<td>P</td>
<td>= Passing</td>
</tr>
<tr>
<td>AU</td>
<td>= Audit</td>
</tr>
</tbody>
</table>

**Note:** D- is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades (College of Arts and Sciences, Education, Nursing, Counseling).

Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high level of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

*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.

*IP* = IN PROGRESS

An IP grade may be awarded in the following instances:

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

*IX* = IN PROGRESS EXTENSION

An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who require special accommodations and provides additional time to complete a course (e.g. Americans with Disabilities Act accommodations).
• A new IX course completion date must be selected by the faculty member and can range from 5 weeks to 15 weeks.
• The IX grade is an option for any course on the drop-down menu and allows for more flexibility with setting the deadline date than the “I” grade does.
• Students will not be penalized one letter grade after completing the course.
• IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
• An IX grade is not calculated into the GPA
*QC = No grade awarded.
A QC is awarded in the following instances:
• This grade may be used for zero credit courses once the attendance requirement has been satisfied.
• A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
• A QC grade is not calculated into the GPA
• This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.

**Grade Reports and Transcripts**

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

The student’s official transcript is prepared by the Registrar’s Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid. Only a summary of credits transferred by institution will be included on the transcript. If you need itemized information for these credits the student must contact the school where the credits were completed.

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

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

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who have paid all tuition and fees owed to the University.

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

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

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

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All stu-
Student record information is maintained on the University computer system, paper and/or microfiche, microfilm, or electronic imaging system.

Graduation with Honors

Bachelor degree students who complete their degree program with a Grade Point Average of 3.85 or higher will graduate with Honors distinction. The Honors designation will appear on the University Diploma and permanent transcript. The Honors distinction will not be recognized during University commencement ceremonies.

Participation in Commencement Ceremony

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

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

Program Completion Deadlines

Program completion deadlines have been established for all programs offered by the University and are applicable to all continuously enrolled students. Program completion deadlines are calculated based on the first date of positive recorded attendance in the first program applicable course and are listed below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Years for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Axia)</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Credit Recognition)</td>
<td>within 2 years</td>
</tr>
<tr>
<td>Bachelors</td>
<td>within 7 years</td>
</tr>
<tr>
<td>Masters</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Doctoral except for PHD/IO &amp; EdS</td>
<td>within 6 years</td>
</tr>
<tr>
<td>PHD/IO</td>
<td>within 9 years</td>
</tr>
<tr>
<td>EdS</td>
<td>within 3 years</td>
</tr>
</tbody>
</table>

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.
UNIVERSITY OF PHOENIX QUALITY IMPROVEMENT INITIATIVES

Outcomes Assessment

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

The comprehensive nature of the assessment system and the longitudinal data that have been produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning outcomes are used in the curriculum development process, as well as in the creation of faculty development tools. Administrative support systems are also streamlined and made more user-friendly, building on the analysis of information gathered.

Institutional Quality Improvement

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

Academic Assessment Plan

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

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

The AAP provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University’s Academic Assessment Plan includes an ongoing combination of cognitive measures, such as course embedded assignments and portfolios and affective measures, that gather information from students, alumni, and employers. The instruments and measures are designed to provide reliable evidence to the faculty and administration to support continuous improvement of academic programs.
The Academic Research Group (ARG), through its Effectiveness Sources Portal (E.S.P.) ESP System, provides access to substantive information that supports decision making throughout the University. Access to intelligence provided by ARG is an essential component of University academic governance and operations.

### Adult Learning Outcomes Assessment Tasks

**Professional and Educational Values Assessments (PEVA)**

Students receive a pre- and post-professional and educational values assessment. This assessment focuses on the values students place on professional knowledge and skills. Commitment to teamwork and cooperation, self-confidence, preferred learning style, a sense of competence, educational goals, professional values, and career success factors are assessed. The comprehensive values assessment contains empirically validated, scaled, and ranked questions.

**Communication Skills Inventory**

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

**Academic Quality Management System (AQMS)**

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

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

### Registration Survey

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

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

### Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program.

Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

### End-of-Program Survey

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

### Longitudinal Assessments

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

### Additional Research Support

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues necessary to support institutional decision making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (e.g., marketing based on geographical analysis, etc)
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University of Phoenix successfully prepares working professionals for their next step - either up the corporate ladder or into a new career field; The Alumni Association is here to support you on that journey.

There are more than 500,000 University of Phoenix alumni residing in the U.S. and 31 countries. Becoming a member of the Alumni Association is complimentary and a great way for you to connect or reconnect with your fellow graduates. You can register with the Alumni Association online at alumni.phoenix.edu. Once registered, you can take advantage of the following career resources and services:

**Career Resources**

- **Alumni Career Center Powered by CareerBuilder** - The new career center is a one-stop-shop that assists alumni in finding employment. The site offers advice on everything from writing a resume to making a lasting impression while interviewing. The job search engine is filtered by degree only and is powered by CareerBuilder, the largest online career site in the United States.
- **Job Bank** - Find a list of major U.S. job banks to make your job search easier.
- **Job Search** - The Alumni Association provides an online employment board for employers to publicize job openings. Alumni members have access to the online Job Search, which lists jobs throughout the U.S.
- **Professional Associations** - The best professional affiliation groups will aid you in your professional development needs.

**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.
- **Benefits & Discounts** - The University of Phoenix has partnered with a number of companies to offer benefits and discounts to alumni.
  - **Technology** - As an alumni, you can find discounts on computers and software at www.journeyed.com.
  - **Other Merchandise** - You can access University Marketplace through the Alumni Association’s website under the "Benefits & Discounts’ section. The alumni store allows online shopping for software, rings, diploma frames, nursing pins and more.
- **Phoenix Focus** - Read about University of Phoenix alumni who are making a difference in our electronic alumni magazine, Phoenix Focus. The magazine is sent out to more than 800,000 alumni, students and faculty each month. It highlights the success of our alumni, but also provides readers with information about the University, and articles about current industry topics that are relevant to career-minded alumni.
- **Networking Tools** - Join the University of Phoenix Alumni Association on popular networking sites such as Facebook.com, LinkedIn.com, Plaxo.com and Classmates.com.

**Get Involved**

- **Mentor Program** - The mentoring program gives you the opportunity to provide guidance to current students attending University of Phoenix. Mentoring connects students and alumni in the same field of study, industry or location.

**Additional Information**

Visit us on the Web at alumni.phoenix.edu
800.795.2586
E-mail address: alumni@phoenix.edu
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Admission Procedures

Application Process

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

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain Admitted and Matriculated status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be withdrawn until formally admitted and matriculated by the Corporate Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted and matriculated to the degree program.

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

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

Transcript Requests of Other Institutions

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

Official Transcript Time Limits

All official transcripts must show an issuing date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit, as these documents may be difficult to obtain. This exception does not apply to Canada, Mexico or U.S. territories.

Foreign Transcripts

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

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

Official documentation of the applicant’s foreign education and the official evaluation report must be submitted with the admission file.

Non–Native Speakers of English

An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation of the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review.

It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.
Undergraduate Admission Requirements

Certain undergraduate programs have additional admission requirements listed after the required course of study. All applicants are expected to meet the following admission requirements:

- Applicants 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.
- 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.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Applicants who reside in the United States must meet one of the following requirements:
  - 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 complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

University Orientation Workshops

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 or UNIV 101).

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, students on OP status will be admitted 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), 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) and will remain on Orientation Pending (OP) admission status.

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 LVN/BSN, LPN/BSN, BSN and 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 ~ Foundations of University Studies 3 credits
- SCI 163 ~ Elements of Health and Wellness 3 credits
- FP 120 ~ Essentials of Personal Finance 3 credits
- COM 170 ~ Media Influences on American Culture 3 credits
- HUM 186 ~ Elements of University Composition and Communication I 3 credits
- COM 172 ~ Elements of University Composition and Communication II 3 credits
- PSY 211~ Essentials of Psychology 3 credits
- HUM 114~ Critical Thinking and Creative Problem Solving 3 credits

Note: Non-Degree students may not enroll in any of the University of Phoenix or Axia First-Year Sequence courses.

Academic Progression

Students entering the University (other than AAEE, LVN/BSN, LPN/BSN, BSN and BSED/E) with fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take select courses in the business foundation. Students must have 60 credits to enroll in the major.

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

Math and English Prerequisites

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

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

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

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

Waivers

The University defines a waiver as the substitution of a required course with a comparable transcripted upper division course. Students may find specific course waiver information after the applicable required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

Degree Requirements

Students must complete the minimum number of upper and/or lower division credits that make up the required course of study. Completion of the Comprehensive General Education Program, including a minimum number of credits distributed among Liberal Arts and Interdisciplinary components is also required. Degree requirements may vary by program and may be found after each required course of study.

Degree Completion Options

Students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:
- Complete additional upper or lower division elective courses offered by the University of Phoenix;
- Complete approved CLEP, Excelsior, or DANTES examinations;
- Participate in the Prior Learning Assessment process as described in this catalog or
- Complete approved courses at other regionally or nationally accredited 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 in the application of analytic and synthetic-creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is being taken to satisfy graduation requirements, the courses being taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

**Liberal Arts Components**

The liberal arts component of the General Education Program is comprised of traditional liberal arts categories. The number of credits required in each category varies by program and may be found after each program. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

**Communication Arts**, credit requirements vary by program

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

**English/Language Arts**, credit requirements vary by program

Course work in the English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

**Mathematics**, credit requirements vary by program

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

**Social Sciences**, credit requirements vary by program

Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Social Studies**, credit requirements vary by program

Course work in the social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Humanities**, credit requirements vary by program

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Fine Arts**, credits requirements vary by program

Course work in the fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Science/Technology**, credit requirements vary by program

Course work in the sciences provides students with an understanding of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six-credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth’s physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**Additional Liberal Arts**, credit requirements vary by program

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

**Interdisciplinary Component**

**Interdisciplinary**, credit requirements vary by program

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students’ exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.
Professional Development Component

Professional Development, 3 credits
GEN 300, Skills for Professional Development, is required as the first course for all undergraduate students. It is part of the required course of study. This course focuses on the knowledge and skills necessary for a returning adult student to be successful. It also introduces students to the theories of adult learning that underlie their professional programs. Note: This requirement can also be filled with GEN 101 for ICS students. ICS students will be required to complete other upper division elective or business credits in the BSB program to satisfy degree requirements. The upper division credit must be business-related for Bachelor of Science in Business students.

Integrating Component

Integrating, 3 credits
GEN 480, This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
BUS 475, The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery. In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix’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 equivalent to academic curriculum and eligible for college credit. Learning that is eligible for assessment includes: Professional Training, Licenses, course work at non-transferable institutions, and Experiential Learning Essays. Prior Learning Assessment applies only to Associate or Undergraduate degree programs. Any credit awards are limited to elective or general education requirements.

Corporate articulation provides an opportunity for students to earn up to 30 undergraduate semester credits for professional training obtained through their employer(s). Corporate training is assessed for academic equivalency to college level classroom learning. The recognition of corporate training is a concept based on accepted principles of adult learning and serves to validate the professional competence and learning experience achieved by students outside of a traditional college classroom. Credit awards are applied to associate or bachelor elective or general education areas within degree programs.

Prior Learning Credit

A maximum of 30 Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally-sponsored course work). The University may award up to 30 undergraduate semester credits for verified college-level learning gained through experience, and submitted in the form of experiential course writing referred to as Experiential Learning Essay. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam, and professional course work and training.

Faculty Assessment Evaluations

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

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

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees. When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment.

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

Transcription of Prior Learning Assessment Credits

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

Privacy of Portfolio

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

Standardized Credit Recommendations

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

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program matriculation is required (all other transfer credit applied in the program) prior to portfolio submission.
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. 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.

## COLLEGE OF HUMANITIES

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

### Bachelor of Science in Communications

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

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

### BS/COM Required Course of Study

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 300</td>
<td>Courses for Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>COM 310 ~</td>
<td>Communication: Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COM 320 ~</td>
<td>Communication: Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COM 330 ~</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 340 ~</td>
<td>Small Groups and Team Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 350 ~</td>
<td>Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 360 ~</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIS 319 ~</td>
<td>Computers and Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>VCT 300 ~</td>
<td>Image Editing</td>
<td>3</td>
</tr>
<tr>
<td>VCT 310 ~</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>VCT 320 ~</td>
<td>Electronic Publishing</td>
<td>3</td>
</tr>
<tr>
<td>COM 400 ~</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 410 ~</td>
<td>Management, Leadership, and Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
Additional Admission Requirements for the BS/COM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited 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/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum program grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.

General Education Requirements for the BS/COM

A minimum of 54 of the 120 credits must be in the general education areas approved by the University:
Communication Arts, 6 credits
Mathematics, 6 credits
Science/Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits
Social Sciences, 6 credits
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 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.
- Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.
- 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, 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.
- 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 are required to enroll in the First-Year Sequence.
- 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 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 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 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, COM 480

### COLLEGE OF SOCIAL SCIENCES

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 California. 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.

### BSP Required Course of Study

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN 300</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 300 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>General Psychology</td>
<td></td>
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<tr>
<td>PSY 310 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>History and Systems of Psychology</td>
<td></td>
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<tr>
<td>PSY 355 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Motivational Processes in Human Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 315 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Statistical Reasoning in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Admission 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
Must include at least three (3) credits in the physical or biological sciences
Social Science Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
Additional Liberal Arts 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/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.
• Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.
• 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, 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.
• 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.
• 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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

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

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

- BSHS 301 ................................................................. 3 credits
- Introduction to Human Services
- BSHS 311 ~ ............................................................. 3 credits
- Models of Effective Helping
- BSHS 321 ~ ............................................................. 3 credits
- Communication Skills for the Human Services Professional
- BSHS 331 ~ ............................................................. 3 credits
- Professional, Ethical, and Legal Issues in Human Services
- BSHS 341 ~ ............................................................. 3 credits
- Field Experience, Part I
- BSHS 351 ................................................................. 3 credits
- Technology in Human Services
- BSHS 361 ~ ............................................................. 3 credits
- Child Development
- BSHS 371 ~ ............................................................. 3 credits
- Adult and Family Development
- BSHS 381 ~ ............................................................. 3 credits
- Research and Statistics for the Social Sciences
- BSHS 391 ~ ............................................................. 3 credits
- Lifelong Learning and Professional Development
- BSHS 401 ~ ............................................................. 3 credits
- Case Management
- BSHS 411 ~ ............................................................. 3 credits
- Field Experience, Part II
- BSHS 421 ~ ............................................................. 3 credits
- Cultural Diversity and Special Populations
- BSHS 431 ~ ............................................................. 3 credits
- Dependency and Addictions
- BSHS 441 ~ ............................................................. 3 credits
- Advocacy and Mediation
- BSHS 451 ~ ............................................................. 3 credits
- Program Design and Proposal Writing
- BSHS 461 ~ ............................................................. 3 credits
- Building Community in Organizations
- BSHS 471 ~ ............................................................. 3 credits
- Mental Health and Crisis Intervention Practices
- BSHS 481 ~ ............................................................. 3 credits
- Working with Groups
- BSHS 491 ~ ............................................................. 3 credits
- Field Experience, Part III
- GEN 480 ~ ............................................................. 3 credits
- Interdisciplinary Capstone Course

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

Additional Admission Requirements for the BSHS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited 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 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.
- Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.
- 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, 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 193.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must enroll in the first course as outlined in the Required Course of Study for this program (Introduction to Human Services BSHS 300, BSHS 301 or BSHS 302) and are not are required to enroll in the First-Year Sequence. See Preferred Sequence and Prerequisites section of policy for specific course requirements for this 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 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 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 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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Human Services/Management program prepares graduates by giving them knowledge and basic administration skills to work in the human services industry. The Bachelor of Science in Human Services/Management is an integrated program combining academic instruction in the foundations of human services with the management skills of planning, organizing leading, assessing, and evaluating. BSHS/M students prepare for careers in management in the growing field of human services. This program is designed to be an applied degree that includes teaching in the human services setting and techniques of good management practices. Graduates will be prepared to use sound management practices in a variety of human services settings.

This undergraduate degree program has a 60-credit major course of study. In addition, students must satisfy general education and elective requirements to meet the 120-credit minimum required for completion of the degree.

Required Course of Study for the BSHS/M

Courses requiring prerequisites are identified by a ~ symbol following the course number.
BSHS 302 ................................................................. 3 credits
Introduction to Human Services
BSHS 322 ................................................................. 3 credits
Communication Skills for the Human Services Professional
MGT 331 ................................................................ 3 credits
Organizational Behavior
BSHS 312 ................................................................. 3 credits
Models of Effective Helping
MGT 330.................................................................. 3 credits
Management: Theory, Practice and Application
BSHS 342 ................................................................. 3 credits
Human Lifespan Development
MGT 350 .................................................................. 3 credits
Critical Thinking: Strategies in Decision Making
BSHS 402 ................................................................. 3 credits
Case Management
BSHS 332 ................................................................. 3 credits
Professional, Ethical, and Legal Issues in Human Services
MGT 449 ................................................................. 3 credits
Quality Management and Productivity
FIN 324 ................................................................. 3 credits
Financial Analysis for Managers I
BSHS 442 ................................................................. 3 credits
Advocacy and Mediation

Courses requiring prerequisites are identified by a ~ symbol following the course number.
A minimum grade point average (GPA) of 2.0.

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.

- Mathematics, 6 credits
- Science and Technology, 6 credits
- 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.

- Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.

- 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, 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.

- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must enroll in the first course as outlined in the Required Course of Study for this program (Introduction to Human Services BSHS 300, BSHS 301 or BSHS 302) and are not are required to enroll in the First-Year Sequence. See Preferred Sequence and Prerequisites section of policy for specific course requirements for this 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 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

**COLLEGE OF NATURAL SCIENCES**

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

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

**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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena.

Coursework includes content in some of the following areas: management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum, healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities.

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

**BSHA Foundation Courses**

- GEN 200 ................................................................. 3 credits
- Foundations of General Education and Professional Success
- HCS 212 ~ .............................................................. 3 credits
- Health Care Vocabulary
- HCS 235 ~ .............................................................. 3 credits
- Health Care Delivery in the United States
- Introduction to Health and Disease

**BSHA Required Course of Study**

- HCS 245 ~ ................................................................. 3 credits
- Health Care Communication Strategies
- HCS 325 ~ ................................................................. 3 credits
- Health Care Management
- HCS 335 ~ ................................................................. 3 credits
- Health Care Ethics and Social Responsibility
- HCS 341 ~ ................................................................. 3 credits
- Human Resources in Health Care
- HCS 430 ~ ................................................................. 3 credits
- Health Care Information Systems
- HCS 450 ~ ................................................................. 3 credits
- Health Care Consumer - Trends and Marketing
- HCS 455 ~ ................................................................. 3 credits
- Health Care Financial Accounting
- HCS 465 ~ ................................................................. 3 credits
- Economics: The Financing of Health Care
- HCS 475 ~ ................................................................. 3 credits
- Health Care Research Utilization
- HCS 490 ~ ................................................................. 3 credits
- Health Care Quality Management and Outcome Analysis

**Concentration in Health Management**

- HCS 457 ~ ................................................................. 3 credits
- Public and Community Health
- HCS 460 ~ ................................................................. 3 credits
- Legal Issues in Health Care: Regulation and Compliance
- HCS 465 ~ ................................................................. 3 credits
- Leadership and Performance Development
- HCS 475 ~ ................................................................. 3 credits
- Health Care Policy: The Past and the Future
- HCS 476 ~ ................................................................. 3 credits
- Facility Planning
- HCS 490 ~ ................................................................. 3 credits
- Health Administration Capstone
Concentration in Emergency Management

EMC 310 ~ Principles of Emergency Management 3 credits
EMC 330 ~ Political and Policy Issues for Emergency Management 3 credits
EMC 340 ~ Emergency Services and the Community 3 credits
EMC 350 ~ Managing Emergency Response Operations 3 credits
EMC 320 ~ Emergency Preparedness and Planning 3 credits
HCS 449 ~ Health Administration Capstone 3 credits

Concentration in Long Term Care

HCS 433 ~ Dimensions of Health and the Older Adult 3 credits
LTC 310 ~ Social and Community Related Programs and Services 3 credits
HCS 437 ~ Long-term Care Administration 3 credits
LTC 315 ~ Alternative Living Environments 3 credits
LTC 328 ~ Legal Perspectives in Aging 3 credits
LTC 310 ~ Dimensions of Health and the Older Adult 3 credits
HCS 449 ~ Health Administration Capstone 3 credits

Concentration in Health Information Systems

CMGT 410 ~ Project Planning and Implementation 3 credits
DBM 381 ~ Database Concepts 3 credits
NTC 361 ~ Network and Telecommunications Concepts 3 credits
BSA 376 ~ Systems Analysis and Design 3 credits
CMGT 442 ~ Information Systems Risk Management 3 credits
HCS 449 ~ Health Administration Capstone 3 credits

Degree Requirements for the BSHA

The degree requirements for this program are the following:

- Completion of a minimum of 120 (124 for Kansas) credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 (124 for Kansas versions) 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.

All undergraduate students are required to complete the minimum general education credits required by their program version.

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.
- Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.
- 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, 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.
• 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.
• 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

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 upper division credits at the University.

Students in this program may waive a maximum of 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 within the past ten (10) years with a grade of “C” (2.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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 California. 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.

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

<table>
<thead>
<tr>
<th>BSCJA Foundation Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN 200</td>
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<tr>
<td>Foundations for General Education and Professional Success</td>
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<tr>
<td>CJA 204</td>
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<tr>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>CJA 214</td>
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<td>Introduction to Police Theory and Practices</td>
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<td>CJA 224</td>
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<tr>
<td>Introduction to Criminal Court Systems</td>
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<td>CJA 234</td>
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<tr>
<td>Introduction to Corrections</td>
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<tr>
<th>BSCJA Required Course of Study</th>
<th>Credits</th>
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<tr>
<td>CJA 304</td>
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<tr>
<td>Interpersonal Communications</td>
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<td>CJA 314</td>
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<tr>
<td>Criminology</td>
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<td>CJA 324</td>
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<tr>
<td>Ethics in Criminal Justice</td>
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<tr>
<td>CJA 334</td>
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<tr>
<td>Research Methods in Criminal Justice</td>
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CJA 344 ~ .......................................................... 3 credits
Cultural Diversity Issues in Criminal Justice
CJA 354 ~ .......................................................... 3 credits
Criminal Law
CJA 364 ~ .......................................................... 3 credits
Criminal Procedure
CJA 374 ~ .......................................................... 3 credits
Juvenile Justice Systems and Processes
CJA 384 ~ .......................................................... 3 credits
Criminal Organizations
CJA 394 ~ .......................................................... 3 credits
Contemporary Issues and Futures in Criminal Justice
Students must select a concentration in a particular area of study at the time of enrollment. The following concentrations are available:

Concentration in Human Services

The BSCJA Human Services concentration is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular concentration represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas 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.

BSHS 311 ~ .......................................................... 3 credits
Models of Effective Helping
BSHS 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 skills 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.

CJA 444 ~ .......................................................... 3 credits
Organizational Behavior and Management
CJA 454 ~ .......................................................... 3 credits
Criminal Justice Management Theory and Practice
CJA 464 ~ .......................................................... 3 credits
Criminal Justice Policy Analysis

CJA 474 ~ .......................................................... 3 credits
Managing Criminal Justice Personnel
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.

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

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

Additional Admission Requirements for the BSCJA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited 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 minimum
- 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.

All undergraduate students are required to complete the minimum general education credits required by their program version.

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.
• Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.
• 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, 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.
• 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.
• 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 established University residency requirement for degree conferment. The University requires that 30 upper division credits in the Required Course Study must be completed at UOPX. 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 within the past ten 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 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 California. 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.

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 Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 300</td>
<td>Professional Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 310</td>
<td>Introduction to Organizational Security and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 320</td>
<td>Survey of Security Specializations</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 319</td>
<td>Computers and Information Processing</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 431</td>
<td>Human Resources Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 340</td>
<td>Criminology and the Criminal Justice System</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 360</td>
<td>Interpersonal Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 390</td>
<td>Organizational Behavior and Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 370</td>
<td>The Administration Process</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 330</td>
<td>Industrial Safety</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 350</td>
<td>Legal and Regulatory Issues in Security Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 400</td>
<td>Threat and Vulnerability Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 430</td>
<td>Principles of Investigation</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 440</td>
<td>Security of Information Systems and Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 410</td>
<td>Physical Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 420</td>
<td>Personal Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 450</td>
<td>Global Security Issues</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 460</td>
<td>Terrorism</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 470</td>
<td>Homeland Security and Interagency Response</td>
<td>3 credits</td>
</tr>
<tr>
<td>SEC 480</td>
<td>Integration</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

- Applicants must be currently employed or have access to a work environment.
- 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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>6 credits</td>
</tr>
<tr>
<td>Social Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>Humanities</td>
<td>6 credits</td>
</tr>
<tr>
<td>Additional Liberal Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Interdisciplinary Requirements</td>
<td>15 credits</td>
</tr>
<tr>
<td>Professional Development</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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 48 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.
• Courses in the First-Year Sequence cannot be waived with external equivalent transfer credit.
• 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, 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.
• 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.
• 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 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.
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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus. 

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

BSB Program Requirements

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>Skills for Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Principles of Economics</td>
<td>3</td>
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<tr>
<td>BIS 219</td>
<td>Business Information Systems</td>
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<tr>
<td>RES 341</td>
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<td>RES 342</td>
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<td>RES 342</td>
<td>Research and Evaluation II</td>
<td>3</td>
</tr>
</tbody>
</table>
FIN 420 ............................................................... 3 credits
Personal Financial Planning
FIN 444 ............................................................... 3 credits
Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ............................................................... 3 credits
Real Estate Investment

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

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

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

*Students in the Hospitality Management Concentration must choose 9 total credits from the following HM electives:*
MGT 371 ............................................................ 3 credits
Strategic Topics in Hospitality Management
HM 322 ............................................................ 3 credits
Ethics and Professional Responsibility in Hospitality Management
HM 322 ............................................................ 3 credits
Gaming Management

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

*Students in the Finance Concentration must choose 6 total credits from the following FIN electives:*
FIN 375 ............................................................. 3 credits
Financial Management in the Small Business
FIN 380 ............................................................. 3 credits
Financial Management of Non-Profit Organizations
FIN 385 ............................................................. 3 credits
Government Finance
FIN 402 ............................................................. 3 credits
Investment Fundamentals & Portfolio Management
FIN 403 ............................................................. 3 credits
Global Finance
FIN 410 ............................................................. 3 credits
Working Capital Management
MGT 314 ~ ................................................................. 3 credits
Hospitality Entrepreneurship
BUS 411 ~ ................................................................. 3 credits
The Legal Environment of Hospitality Management
HM 486 ~ ................................................................. 3 credits
Trends and Emerging Issues in Hospitality
HRM 457 ~ ................................................................. 3 credits
Advanced Topics in Human Resource Management for Hospitality
MKT 444 ~ ................................................................. 3 credits
Hospitality Marketing
MGT 455 ~ ................................................................. 3 credits
Risk Management in the Hospitality Industry

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

Students in the Information Systems Concentration must choose 6 total credits from the following IS electives:
BIS 375 ~ ................................................................. 3 credits
Managing Information Technology in the Hospitality Industry
BIS 318 ~ ................................................................. 3 credits
Technology in Retail Management
ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I
BIS 375 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments

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

Students in the Integrated Supply Chain and Operations Management Concentration must choose 9 total credits from the following ISCOM electives:
ISCOM 352 ~ ............................................................ 3 credits
Logistics Management
ISCOM 361 ~ ............................................................ 3 credits
Purchasing and Procurement
ISCOM 370 ~ ............................................................ 3 credits
Strategic Supply Chain Management
ISCOM 373 ~ ............................................................ 3 credits
Global Sourcing and Procurement
ISCOM 374 ~ ............................................................ 3 credits
Integrated Logistics Management
BIS 375 ~ ................................................................. 3 credits
Supply Chain Information Management in Online Environments
ISCOM 386 ~ ............................................................ 3 credits
Service Operations Management
MKT 414 ~ ................................................................. 3 credits
Supply Chain Manufacturing and Marketing
MGT 420 ~ ................................................................. 3 credits
Managing Quality in the Supply Chain
ISCOM 472 ~ ............................................................ 3 credits
Lean Enterprise
BUS 488 ~ ................................................................. 3 credits
Business Law in Supply Chain Management
ISCOM 383 ~ ............................................................ 3 credits
Global Value Chain Management

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

Students in the Marketing Concentration must choose 9 total credits from the following MKT electives:
BCOM 426 ~ .............................................................. 3 credits
Media and Advertising
MKT 411 ~ ................................................................. 3 credits
Green Marketing
MKT 431 ~ ................................................................. 3 credits
Small Business Marketing
MKT 435 ~ ................................................................. 3 credits
Consumer Behavior
MKT 445 ~ ................................................................. 3 credits
Sales Tools and Strategies
MKT 447 ~ ................................................................. 3 credits
Advertising and Creative Strategy
MKT 450 ~ ................................................................. 3 credits
International Marketing
MKT 453 ~ ................................................................. 3 credits
Product Development
MKT 455 ~ ................................................................. 3 credits
Internet Marketing

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

Students in the Organizational Innovation Concentration must choose 6 total credits from the following OI electives:
OI 362 ~ ................................................................. 3 credits
Business Management and the Principles of Design
OI 364 ~ ................................................................. 3 credits
Disruptive Business Practices: Management and Technology
MGT 380 ~ ................................................................. 3 credits
Organizational Change Management
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 411</td>
<td>3</td>
</tr>
<tr>
<td>Innovative and Creative Business Thinking</td>
<td></td>
</tr>
<tr>
<td>OI 312</td>
<td>3</td>
</tr>
<tr>
<td>Global Innovation</td>
<td></td>
</tr>
</tbody>
</table>

### Concentration in Management

- **MGT 431** ~ ......................................................... 3 credits
- **Human Resources Management**
- **MGT 445** ~ ......................................................... 3 credits
- **Organizational Negotiations**
- **MGT 448** ~ ......................................................... 3 credits
- **Global Business Strategies**
- **MGT 498** ~ ......................................................... 3 credits

**Quality Management and Productivity**

**Students in the Management Concentration must choose 3 total credits from the following MGT electives:**

- **MGT 308** ~ ......................................................... 3 credits
- Managing Diversity
- **MGT 309** ~ ......................................................... 3 credits
- Organizational Development
- **MGT 317** ~ ......................................................... 3 credits
- Critical Skills in Management
- **MGT 360** ~ ......................................................... 3 credits
- Green and Sustainable Enterprise Management
- **MGT 380** ~ ......................................................... 3 credits
- Organizational Change Management
- **OIL 361** ~ ......................................................... 3 credits

**Innovation, Design and Creativity for a Competitive Advantage**

### Concentration in Human Resource Management

- **BPA 301** ~ ......................................................... 3 credits
- Foundations of Public Administration
- **BPA 302** ~ ......................................................... 3 credits
- Politics and Citizenship: The Public Policy Environment
- **BPA 303** ~ ......................................................... 3 credits
- Public Programs: Implementation and Evaluation in a Dynamic Environment
- **BPA 406** ~ ......................................................... 3 credits
- The Public Leader: Integration and Application

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

- **MGT 434** ~ ......................................................... 3 credits
- Employment Law
- **HRM 330** ~ ......................................................... 3 credits
- Human Resources and Labor Relations in Public Service
- **FIN 390** ~ ......................................................... 3 credits
- Public Finance: Sources, Management and Reports

### Concentration in Retail Management

- **BRM 353** ~ ......................................................... 3 credits
- Product and Brand Management
- **MGT 356** ~ ......................................................... 3 credits
- Retail Personnel Management
- **BRM 451** ~ ......................................................... 3 credits
- Strategic Retail Management

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

- **BIS 318** ~ ......................................................... 3 credits
- Technology in Retail Management
- **ISCOM 354** ~ ......................................................... 3 credits
- Retail Operations: Supply Management
- **ISCOM 355** ~ ......................................................... 3 credits
- Retail Operations: Technology and Finance
- **MGT 387** ~ ......................................................... 3 credits
- Retail Management for Small Business
- **BUS 418** ~ ......................................................... 3 credits
- Retail Pricing Strategies
- **MGT 425** ~ ......................................................... 3 credits
- Employment Law in Retail Management
- **MKT 435** ~ ......................................................... 3 credits
- Consumer Behavior
- **MKT 438** ~ ......................................................... 3 credits
- Public Relations
- **BRM 440** ~ ......................................................... 3 credits
- Online Retailing
- **MKT 452** ~ ......................................................... 3 credits
- Retail Marketing
- **MKT 455** ~ ......................................................... 3 credits
- Internet Marketing

### Concentration in Green & Sustainable Enterprise Management

- **HRM 300** ~ ......................................................... 3 credits
- Fundamentals of Human Resource Management
- **MGT 434** ~ ......................................................... 3 credits
- Employment Law
- **HRM 498** ~ ......................................................... 3 credits
- Strategic Human Resource Management and Emerging Issues

**Students in the Human Resource Management Concentration must choose 9 total credits from the following HRM electives:**

- **HRM 310** ~ ......................................................... 3 credits
- Change Management
- **HRM 319** ~ ......................................................... 3 credits
- Human Resource Information Systems
- **HRM 322** ~ ......................................................... 3 credits
- Workforce Planning and Employment
- **HRM 323** ~ ......................................................... 3 credits
- Employee Relations
- **HRM 324** ~ ......................................................... 3 credits
- Total Compensation
- **HRM 326** ~ ......................................................... 3 credits
- Employee Development
- **HRM 350** ~ ......................................................... 3 credits
- International Human Resource Management
- **HRM 360** ~ ......................................................... 3 credits
- Sustainable Human Resource Practices
- **HRM 420** ~ ......................................................... 3 credits
- Human Resource Risk Management
- **HRM 445** ~ ......................................................... 3 credits
- Legal Environment of Human Resource Management

**Concentration in Green & Sustainable Enterprise Management**

- **BUS 304** ~ ......................................................... 3 credits
- Survey of Green and Sustainable Business
Entrepreneurship
Concentration in Small Business Management & Green Marketing
Environmental Management Systems
Environmental Economics
Corporate and Social Responsibility
BUS 360 ~ .................................................................................. 3 credits

The Sustainable Organization
BUS 360 ~ .................................................................................. 3 credits

Corporate and Social Responsibility
ECON 370 ~ ................................................................. 3 credits
Environmental Economics
HRM 360 ~ ................................................................. 3 credits
Sustainable Human Resource Practices
MGT 380 ~ ................................................................. 3 credits
Organizational Change Management
MGT 403 ~ ................................................................. 3 credits
Environmental Management Systems
MKT 411 ~ ................................................................. 3 credits
Green Marketing

Concentration in Small Business Management & Entrepreneurship
MGT 300 ~ ................................................................. 3 credits
Survey of Small Business Management and Entrepreneurship
MGT 401 ~ ................................................................. 3 credits
The Small Business: Structure, Planning and Funding
MGT 418 ~ ................................................................. 3 credits
Evaluating New Business Opportunities
MGT 465 ~ ................................................................. 3 credits
Small Business and Entrepreneurial Planning
Students in the Small Business Management Concentration must choose 6 total credits from the following SBE electives:
BUS 327 ~ ................................................................. 3 credits
The Sustainable Organization
BUS 360 ~ .................................................................................. 3 credits
Corporate and Social Responsibility
ECON 370 ~ ................................................................. 3 credits
Environmental Economics
HRM 360 ~ ................................................................. 3 credits
Sustainable Human Resource Practices
MGT 380 ~ ................................................................. 3 credits
Organizational Change Management
MGT 403 ~ ................................................................. 3 credits
Environmental Management Systems
MKT 411 ~ ................................................................. 3 credits
Green Marketing

• Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 42 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.
  • A minimum of 120 total credits that include a minimum of 42 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
  • The diploma awarded for this program will read as follows: Bachelor of Science in Business and will not reflect the concentration. Concentrations are reflected on the transcript only.

General Education Requirements for the BSB
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

• Communication Arts Requirement(s) 6 credits
• Humanities Requirement(s) 6 credits
• Mathematics Requirement(s) 6 credits
• Science & Technology Requirement(s) 6 credits

Must include at least three (3) credits in the physical or biological sciences
• Social Science Requirement(s) 6 credits
• Interdisciplinary Requirement(s) 18 credits
• Additional Liberal Arts 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.

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 are required to enroll in the First-Year Sequence.
  • Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.
  • 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, 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.
• 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.
• 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 substituting 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, 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; 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.

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, MGT 350, BUS 475, MGT 465, HRM 498, MGT 470, FIN 486, HM 475, ISCOM/476, MKT 498, OI 476, MGT 498, BCOM 475, BSM 451, BPA 406, GBM 489, MGT 488

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 California. 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 degree program is designed to develop the professional knowledge and skills of general managers in any organization. It enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of general management principles. It emphasizes skills necessary to align resources and to improve communication, productivity, and effectiveness. Participants are taught how to manage innovation and apply professional skills and knowledge, all within a customer focused atmosphere.

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

BSM Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 300</td>
<td>.......................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 330</td>
<td>.......................................................................</td>
<td>3 credits</td>
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<tr>
<td>MGT 350</td>
<td>.......................................................................</td>
<td>3 credits</td>
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<tr>
<td>MGT 360</td>
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<tr>
<td>SOC 315</td>
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<td>PHL 323</td>
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<tr>
<td>RES 320</td>
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<td>PSY 428</td>
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<td>COMM 470</td>
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<td>PSY 320</td>
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<td>PSY 430</td>
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<tr>
<td>TEC 401</td>
<td>.......................................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 324</td>
<td>.......................................................................</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Financial Analysis for Managers
Three Upper Division Electives 3 credits each  

GEN 480  ___________________________________________________________________________  3 credits  

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

All BSM students must complete a minimum of 45 upper division credits to include the required course of study. Upper division electives, maybe satisfied with any upper division University of Phoenix, course Prior Learning Credit, transferable course work, or nationally testing credit.  

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  
The degree requirements for this program are the following:  
• Completion of a minimum of 120 credits that include the following distribution:  
  • A minimum of 45 upper division credits.  
  • A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.  
  • A minimum program grade point average (GPA) of 2.0.  
• All students must complete the minimum number of credits required by their degree program.  

General Education Requirements for the BSM  
All students must complete 54 general education credits including credits from the following areas as shown:  
  Communication Arts Requirement(s) 6 credits  
  Humanities Requirement(s) 6 credits  
  Mathematics Requirement(s) 6 credits  
  Science & Technology Requirement(s) 6 credits  
  Must include at least three credits in the physical or biological sciences  
  Social Science Requirement(s) 6 credits  
  Nevada students must complete three (3) credits in Nevada Constitution  
  Interdisciplinary Requirement(s) 15 credits  
  Additional Liberal Arts Requirement(s) 3 credits  
  Professional Development Requirement(s) 3 credits  
  GEN 300 is completed as part of the required course of study  
  Integrating Requirement(s) 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 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 enroll in the First-Year Sequence.  
• Courses in the First-Year Sequence can not be waived with external equivalent transfer credit.  
• 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, 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.  
• 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 are required to enroll in the First-Year Sequence.  
• 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.  
• Credits applied to the Required Course of Study (with the exception of UD electives) will only be applied to the core and cannot count toward General Education totals.  
• 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.  

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:  
• The course must have been completed and transcribed from a nationally or approved regionally accredited institution that meets transfer criteria, or candidate for accreditation, college or university.  
• The course must have been completed within the past ten years (five 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.  

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:  
• The course must have been completed and transcribed from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 300, MGT 350, RES 320, PSY 430, GEN 480

In order to be granted an exemption* for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited institution that meets transfer criteria, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” or better.
• The course must be a lower division course and comparable in content and credits to the University course it is exempting*. Students may be exempted* from courses in the required course of study, but must substitute other upper division coursework to satisfy the required course of study (upper division replacement coursework may come from UOPX or other regionally or approved nationally accredited institutions, but Prior Learning Assessment and National testing credit, or coursework that earns general education credit, may not be used).
The College of Information Systems and Technology Programs are within the John Sperling School of Business and offers the Bachelor of Science in Information Technology (BSIT) with a variety of concentrations.

**Bachelor of Science in Information Technology**

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

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web technologies and application development, implementation and maintenance.

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

**BSIT Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 300</td>
<td>Skills for Professional Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Management Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>PRG 210</td>
<td>Fundamentals of Programming with Algorithms and Logic</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 236</td>
<td>Web Design I</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 237</td>
<td>Web Design II</td>
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<tr>
<td>ENG 221</td>
<td>Technical Writing Fundamentals</td>
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<td>BSA 310</td>
<td>Business Systems</td>
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<tr>
<td>BSA 375</td>
<td>Fundamentals of Business Systems Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 410</td>
<td>Project Planning &amp; Implementation</td>
<td>3 credits</td>
</tr>
<tr>
<td>DBM 380</td>
<td>Database Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 410</td>
<td>SQL for Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 360</td>
<td>Network and Telecommunication Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>PRG 420</td>
<td>Java Programming I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 445</td>
<td>Application Implementation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students must select a concentration in a particular area of study at the time of enrollment. The following concentrations are available:

**Concentration in Business Systems Analysis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 355</td>
<td>Introduction to Operating Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 400</td>
<td>Business Systems Development II</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 411</td>
<td>Systems Analysis Methodologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 412</td>
<td>Systems Analysis Tools</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 411</td>
<td>Project Planning Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Concentration in Business Systems Security**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 420</td>
<td>Introduction to UNIX</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 421</td>
<td>Windows Server Networking</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 440</td>
<td>Intro to Information Systems Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 442</td>
<td>Information Systems Risk Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 430</td>
<td>Enterprise Security</td>
<td>3 credits</td>
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</table>

**Concentration in Multimedia & Visual Communication**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCT 235</td>
<td>Image Editing &amp; Implementation</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 320</td>
<td>Electronic Publishing</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 410</td>
<td>Instructional Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 420</td>
<td>Multimedia Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>WEB 431</td>
<td>XML</td>
<td>3 credits</td>
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**Concentration in Networking & Telecommunications**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>NTC 240</td>
<td>Intro to LAN Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 241</td>
<td>Intro to W-LAN Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>NTC 242</td>
<td>Intro to WAN Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 244</td>
<td>Intro to IT Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 420</td>
<td>Introduction to UNIX</td>
<td>3 credits</td>
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**Concentration in Software Engineering**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>POS 355</td>
<td>Introduction to Operating Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSA 385</td>
<td>Intro to Software Engineering</td>
<td>3 credits</td>
</tr>
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</table>
General Education Requirements for the BSIT

(Must take one course or three credits of the following: statistics, calculus, discrete mathematics)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits

CSS 422 ~ 3 credits
Software Architecture

POS 408 ~ 3 credits
.NET I

POS 409 ~ 3 credits
.NET II

Concentration in Web Development

VCT 235 ~ 3 credits
Image Editing and Implementation

WEB 238 ~ 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

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 BSIT

• 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.

• 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 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 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.

• 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 skills for specific coursework certain program areas must be satisfied before students can progress to others.

Residency Requirements 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 undergraduate program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework).

In order to be granted a waiver, with credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five years 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. 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 300

Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).
THIS PAGE WAS LEFT BLANK INTENTIONALLY
The College of Nursing is within the Artemis School and offers both undergraduate and graduate (see the graduate section of this catalog) degrees to prepare students to expand their career options in the dynamic and rapidly changing health care environment.

Undergraduate Programs
- LPN to BSN (LVN to BSN in California)
- RN to BSN

Graduate Programs
- Master of Science in Nursing
- Master of Science in Nursing/Healthcare Education
- Master of Science in Nursing/Informatics
- Master of Science in Nursing/Family Nurse Practitioner
- Post Master Certificate - Family Nurse Practitioner
- Master of Health Administration/Master of Science in Nursing
- Master of Business Administration/Health Care Management/Master of Science in Nursing

The College of Nursing works closely with other academic departments to assure that the students receive appropriate and well-rounded education. The College also works cooperatively with the College of Arts and Sciences to give breadth to the undergraduate experience through the integration of general education and professional course work. The programs are also designed to assure that computer competencies are incorporated into the curriculum.

Nursing
The Nursing programs are designed to respond to the educational needs of licensed nurses. The College offers employed nurses opportunities to participate in accredited degree programs developed to broaden their professional horizons. All nursing degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE): One DuPont Circle NW, Suite 530, Washington DC, 20036-1120 (202-887-6791).

These programs are designed specifically for nurses who desire a repertoire of skills and knowledge necessary to respond effectively to today’s dynamic health care environment. The programs also equip nurses with essential skills necessary to assume a leadership role in resolving the challenges faced by health care organizations and personnel. Each program has a blend of theory and practice which fosters a learning environment that allows nurses to build their knowledge base and to effectively and creatively apply what they have learned.

The University of Phoenix offers RN to BSN students the ability to transition into the Master of Science in Nursing degree program. Students may complete two graduate courses as part of their undergraduate work, thus creating the pathway for a smooth transition into the graduate program.

International Nursing Honor Society
The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarship, knowledge, and technology to improve the health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Health and Human Services members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectations of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 120,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society’s members are active in more than 90 countries and territories, and the 424 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 3,200 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicron-delta.net.
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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Bachelor of Science in Nursing (BSN) is an accredited program designed to develop the professional knowledge and skills of working registered nurses. The curriculum is built upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse.

This instructional program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and manager of care. Utilizing a framework of caring, working registered nurses are prepared as generalists who are able to apply professional skills and knowledge to nursing, client, and health care systems.

One hallmark of the BSN program is that there is no testing of prior nursing knowledge if the RN is in good standing within the state of practice. The Bachelor of Science in Nursing degree program has a 41-credit required course of study. These courses fulfill only part of the 120-minimum-credit requirement for degree completion.

Required Course of Study for the BSN

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

- HCS 301: Undergraduate Nursing Studies .......................................................... 2 credits
- Professional Nursing Practice .............................................................................. 3 credits
- NUR 430: Health Care Communication .............................................................. 3 credits
- NUR 437: Theories and Models of Nursing ......................................................... 3 credits
- Health and Chronic Disease Management .......................................................... 3 credits
- NUR 442: Health Assessment and Promotion for Vulnerable Populations ...... 3 credits
- Statistical Applications ...................................................................................... 3 credits
- Evidence-Based Nursing Research and Practice ............................................... 3 credits
- NUR 445: Health Communities: Theory and Practice (50 Clinical hours) ... 4 credits
- NUR 446: Epidemiology: Global and Public Health (50 Clinical hours) ....... 4 credits
- Health Law and Ethics ...................................................................................... 3 credits
- HCS 482: Health Care Informatics .................................................................... 3 credits
- NUR 492: Senior Practicum: Leadership and Management ......................... 4 credits

The University reserves the right to modify the required course of study. All grades of “F” or grades not meeting minimum specific course grade requirements must be repeated.

Additional Admission Requirements for the BSN

- 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.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further NUR courses and may only complete non-nursing and elective coursework until their license restrictions have been removed and validated.
- 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 conferment. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following required courses may not be waived: NUR 391, NUR 492

General Education Requirements for the BSN

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

- Communication Arts, 6 credits
- Mathematics, 6 credits
- Natural/Physical Sciences, 12 credits
- Humanities, 6 credits
- Social Science, 6 credits
- Interdisciplinary 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.

State of California Public Health Nursing Certificate

The State of California has reviewed the University of Phoenix BSN course requirements and has determined that students entering the program after March 1, 1989 meet the state’s standards for Public Health Nursing certification. Those University of Phoenix students who have successfully completed their degree program are eligible to apply for the California PHN Certificate.
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GRADUATE PROGRAMS

Admission Procedures

Application Process

Working adults seeking admission to the University’s graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application along with an application fee. Applicants are then responsible for ensuring the completion of their admission files. No applicant will be accepted for formal admission until the admission file is complete. An application which is later verified to contain incomplete, false, or misleading information may be grounds for dismissal.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Registered status. Students, however, must submit all admission documentation and gain Admitted and Matriculated status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be withdrawn until formally admitted and matriculated by the Corporate Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted and matriculated to the degree program.

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

Transcript Requests of Other Institutions

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

Foreign Transcripts

All academic records from countries other than the United States, Canada, Mexico, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from the approved credentials evaluation services or a pre-evaluation performed by the Corporate Office of Admissions & Evaluation and fulfilling all other admission requirements. Official documentation of the applicant’s foreign education and the official evaluation report or pre-evaluation performed by the Corporate Office of Admissions & Evaluation must be submitted with the admission file.

Non–Native Speakers of English

An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation of the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review.

It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Certain graduate programs have additional admission requirements. All applicants to this program are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - achieved a minimum passing score of 750 on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - achieved a minimum passing score of 6.5 on the Test of International English Language Testing System (IELTS) within two years of application to the University.

- or-

- achieved a minimum passing score of 6.5 on the Test of International English Language Testing System (IELTS) within two years of application to the University.
-or-
  • achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

- or-
  • successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  
  The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  • Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  • Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  • U.S. high school diploma or GED administered in English.
  • Equivalent of a U.S. high school diploma from a country in which English is the official language.

  • Applicants who reside in the United States must meet one of the following requirements:
    • Be a legal resident of the United States
    • Have been granted permanent residency
    • Have a valid visa that does not prohibit educational studies
    • Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
    • Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

  • Applicants who reside in Canada must meet one of the following requirements:
    • Be a legal resident of Canada
    • Be a landed immigrant
    • Have a valid visa that does not prohibit educational studies

  • Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
  • A completed and signed graduate application and application fee
  • A signed Enrollment/Disclosure Agreement.
COLLEGES OF ARTS AND SCIENCES

The Colleges of Arts and Sciences offer a variety of graduate degree programs in the following content areas: psychology, counseling and health administration. With the evolution of workplace issues and trends these advanced degrees provide students with a combination of theoretical frameworks and practical applications related to the professional content areas. Many of the degree offerings also provide an opportunity to select a specialization which can enhance the educational experience as well as adding leverage to the students professional and career development.

COLLEGE OF SOCIAL SCIENCES

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

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

Master of Science in Counseling

MSC programs are designed to meet the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring the skills of counselors are expected to grow in both the public and private sectors throughout the 2000’s, students from a variety of settings and backgrounds should find the interpersonal, communication, and therapeutic skills offered in this program useful in advancing their careers.

The curriculum, course work, and clinical experiences are designed to produce outcomes in knowledge, critical thinking, affective development, and counseling skills. These outcomes, based on accepted counselor education standards, are also based on competencies required of the working counseling professional. Attention is given to the development of oral presentation skills, group process skills, research utilization, and exposure to and practice of a wide range of counseling approaches.

The Community Counseling (MSC/CC) program has a 48-credit requirement for graduation. The MSC/CC program designed for Arizona carries a 60-credit requirement for graduation. The MSC/MFCT program designed for California and New Mexico has a 54-credit graduation requirement; the MSC/MFCT program designed for Arizona has a 60-credit graduation requirement; and the MSC/MFCT programs for Nevada, Hawaii, and Colorado have 57-credit graduation requirements. The MSC/MFC designed for Puerto Rico has a 54-credit requirement. The MSC/MHC program has a 60-credit requirement. The MSC/MHC designed for Michigan has a 48-credit requirement.

Program length is approximately two and one-half to three and one-half years. Additional time will be required for homework, learning team meetings, project activities, and clinical work. The program involves a variety of formats depending on the subject matter and the competencies to be developed. These formats include lecture, discussion, demonstration, field trips, exercises, role-play, seminar, self-directed learning, and supervised clinical experiences.

Clinical Courses

Each program includes Clinical courses (CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 581, CNSL 597A,B, CNSL 592, CMHC 581, CMHC 597A/B/C, MFCC 536, MFCC 551, MFCC 561, MFCC 566, MFCC 597 A/B/C.) which must be passed with a grade of “B” or better before a student will be allowed to continue the program. These courses provide the student with the opportunity to practice basic counseling skills, family therapy, theory based counseling strategies, group facilitation skills, and psychological assessment in supervised settings. Sessions are videotaped and critiqued by the facilitator, study group, and class.

Master of Science in Counseling/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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in Counseling degree program with a specialization in Marriage, Family and Child Therapy provides the required knowledge and skills to become competent and ethical practitioners. The MSC/MFCT specialization provides a needed service to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients to achieve their potential. The program encompasses foundations of counseling and guidance including theories and their application with groups and individuals, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. The program addresses critical issues facing counselors and offers supervised clinical experiences.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of “B” for successful completion are identified by a ※ symbol following the course number. Courses requiring a “Pass/Fail” to progress are identified by a + symbol following the course number.

CNSL 502+.................................................................0 credits
Graduate Portfolio I
CNSL 504.................................................................3 credits
Lifespan and Family Development
CNSL 506.................................................................3 credits
Personality Theories and Counseling Models
CNSL 526 Introduction to Clinical Assessment .......................... 3 credits
CNSL 547 Individual Counseling ........................................ 3 credits
CNSL 561 Group Counseling ............................................... 3 credits
Group Counseling
MFCC 536 Child Therapy ................................................... 3 credits
Legal and Ethical Issues in Marriage and Family Therapy
CNSL 563 Family Systems Theory ....................................... 3 credits
Counseling Psychometrics
CNSL 556 Portfolio II .................................................... 3 credits
MFCC 556 Counseling Psychometrics ................................. 3 credits
Family Systems Theory
MFCC 561 Family Interventions ......................................... 3 credits
Critical Analysis in Research
CNSL 557 Social and Multicultural Foundations ...................... 3 credits
Social and Multicultural Foundations
CMHC 561 Dependency and Addictions .............................. 3 credits
Psychopharmacology
CMHC 551 Human Sexuality and Sex Therapy ...................... 3 credits
Human Sexuality and Sex Therapy
MFCC 566 Advanced Marriage and Family Therapy ................ 3 credits
Advanced Marriage and Family Therapy
MFCC 597A Internship A .................................................. 3 credits
Internship
MFCC 597B Internship B .................................................. 3 credits
Note: Some states may require the addition of two electives. The University reserves the right to modify the required course of study.

Professional Counseling Assessment Portfolio Courses
The MSC program includes three “portfolio” evaluations wherein the student’s progress in the areas of counseling skills, interpersonal skills, communication, and critical thinking are assessed. These evaluations must be successfully completed before proceeding in the program.

CNSL 502 Professional Counseling Assessment Portfolio I - This assessment is part of the admission process.

CNSL 556 Professional Counseling Assessment Portfolio II - Students must pass with a grade of “P” in order to progress in the program.

CNSL 597A/B, MFCC 597A/B, CMHC 597A/B/C
Internship - Students must pass with a grade of “B” or better in order to graduate.

Internship
The Community Counseling (MSC/CC) the Marriage Family and Counseling (MSC/MFC), the School Counseling (MSC/SC), and the Marriage Family and Child Counseling (MSC/MFCT) Internship is 6 credits (two 3-credit courses), and requires the student to spend at least 240 hours in direct contact with clients. Each section of the internship must be passed with a grade of “B” or better before the student will be allowed to continue the program or to graduate.

Students are given the opportunity to engage in activities that counselors in counseling agencies are expected to perform. The experience takes place at a University approved site, such as a community counseling agency, and is closely supervised by an approved and trained site supervisor as well as a faculty member.

Weekly supervision is required throughout the duration of the internship.

The site supervisor is responsible for day-to-day training and evaluation of the student’s growth and progress. The student is expected to develop a professional relationship with his or her site supervisor and use the site supervisor as a primary resource person.

The faculty supervisor acts as a consultant to both the site supervisor and the student, and has responsibility for liaison, special training, and grading of the internship experience.

Prerequisites
All MSC Students must fulfill the following program prerequisites: CNSL 502 ................................. 0 credits
Graduate Portfolio I

Additional Admission Requirements for the MSC/MFCT
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent undergraduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with direct exposure to human services, human resources, primary, secondary or higher education, or organizational systems and associated management processes is required.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 6 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait one year before reapplying. Passing Portfolio I is limited to a total of three attempts.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
**Progression Requirements for the MSC/MFCT**

Students in the MSC/MFCT program must provide verification of fingerprint clearance before completing Portfolio II.

**Degree Requirements for the MSC/MFCT**

The degree requirements for this program are the following:

- The completion of the University major course of study. The minimum credit hours of the major course of study must be completed at the University to meet the residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Completion of all clinical courses with a grade of "B" (3.0) or better. Clinical coursework is defined as:
  - CNSL 516: 3 credits
  - CNSL 526: 3 credits
  - CNSL 539: 3 credits
  - Psychopathology: Advanced Clinical Assessment
  - CNSL 547: 3 credits
  - Individual Counseling
  - CNSL 561: 3 credits
  - Group Counseling
  - CNSL 592: 3 credits
  - Counseling Practicum
  - CNSL 597A/B: 3 credits
  - Internship
  - CMHC 581: 3 credits
  - Family, Couple, and Child Counseling
  - CMHC 597 A/B/C: 3 credits
  - Internship
  - MFCC 536: 3 credits
  - Child Therapy
  - MFCC 551: 3 credits
  - Legal & Ethical Issues in Marriage and Family Therapy
  - MFCC 561: 3 credits
  - Family Interventions
  - MFCC 566: 3 credits
  - Advanced Marriage and Family Therapy
  - MFCC 597 A/B/C: 3 credits
  - Internship
  - MFCC 598 A/B: 3 credits
- Internship

Prior to graduation, Master of Counseling students in the MSC/MFCT program are required to complete the Counselor Preparation Comprehensive Examination (CPCE), or another assessment/examination instrument, as authorized by the Dean of the College. Students shall complete the CPCE or other approved comprehensive examination the first internship of the MSC program. Completion of this assessment is a non-waivable requirement for degree completion and graduation.

**Course Waivers for the MSC/MFCT**

Students in this program may waive a maximum of 9 credits (not to exceed 3 University courses) from their major course work. California residents, and California residents attending the Online campus, may waive a maximum of 6 credits from transfer credits.

- In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten years with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Portfolios, Practicums, and Internships and CNSL 561 may not be waived.

The following courses may not be waived: CNSL 516, CNSL 526, CNSL 539, CNSL 547, CNSL 561, CNSL 592, CNSL 597A, CNSL 597B, CMHC 581, CMHC 597A, CMHC 597B, CMHC 597C, MFCC 536, MFCC 551, MFCC 561, MFCC 566, MFCC 597A, MFCC 597B, MFCC 597C, MFCC 598A, MFCC 598B

**Academic Standing for the MSC/MFCT**

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- Academic probation will be removed when a student achieves a program grade point average (GPA) 3.0 or better within the probationary period.
- Academic Disqualification results when students fail to clear an academic probation status within the probationary period of four consecutive courses.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B" (3.0) is not attained in a clinical course. If a student repeats a clinical course due to receiving a grade that is less than a "B" (less than 3.0), and does not receive a grade of "B" or better the second time, the student will be permanently withdrawn from the Master of Counseling programs.
- Students who have been Scholastically Disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the faculty member and the Director of Academic Affairs.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556, Portfolio II, in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after six months. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be permanently withdrawn from the Master of Science in Counseling programs.
- Students who have been placed on Academic Disqualification or Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by the Director of Academic Affairs and the appropriate Dean.
The Master of Business in Psychology (MS/P) program is approved to be offered at these University of Phoenix campus locations: Southern California. 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 the 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 issues.

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

**MS/P Required Course of Study**

- COM 505 Communication Skills for Graduate Study .................................. 3 credits
- PSYCH 500 ~ Lifespan Development ......................................................... 3 credits
- PSYCH 504 ~ Personality Theories ............................................................ 3 credits
- PSYCH 515 ~ Advanced Abnormal Psychology ........................................ 3 credits
- PSYCH 525 ~ Measurements and Statistics .............................................. 3 credits
- PSYCH 540 Research Methodology ......................................................... 3 credits
- PSYCH 545 ~ Multicultural Psychology ................................................... 3 credits
- PSYCH 550 ~ Survey of Professional Psychology ................................... 3 credits
- PSYCH 560 ~ Psychology of Learning ...................................................... 3 credits
- PSYCH 570 ~ Cognitive Psychology ....................................................... 3 credits
- PSYCH 575 ~ Organizational Psychology ................................................ 3 credits
- PSYCH 577 ~ Physiological Psychology

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

**Additional Admission Requirements for the MS/P**

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a BBA or candidate for accreditation, college or university.
- An undergraduate degree posted transcript is required for admission.
- 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:

- The completion of the University required course of study.
- A minimum program grade point average (GPA) of 3.0.

**Course Waivers for the MS/P**

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 (33 for California residents) graduate level credits at the University. Students in this program may waive a maximum of nine (9) credits from their major course of study.

- Students attending a physical campus in the state of California may waive a maximum of six (6) credits using transfer coursework. Students attending Online are not subject to California waiver policy.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a 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(s) may not be waived from this degree program: COM 505
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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of the global health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and 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.

**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 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 that have an undergraduate Health Care degree do not need the one 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**

The degree completion requirements for this program are as follows:

- Completion of the required course of study with a minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

**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.
Course Waivers for the MHA

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Students may waive a maximum of nine (9) credits (not to exceed three (3) University courses) from their required course of study on the basis of prior graduate-level college coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years 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

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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in Administration of Justice and Security degree provides the required knowledge for the student to develop competence in administering criminal justice or security programs. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. The value of cooperative interaction is also addressed. The degree provides the student with administrative program development and problem solving skills in preparation for promotional or transitional opportunities in the management of police, corrections, security or court operations.

The MS/AJS program has a 36-credit requirement. All course work must be completed satisfactorily or be repeated. All course work must be satisfactorily completed prior to taking Program Development and Evaluation.

MS/AJS Required Course of Study

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

CJA 500 ~ ................................................................. 3 credits
Survey of Justice and Security
CJA 510 ~ ................................................................. 3 credits
Organizational Administration
CJA 520 ~ ................................................................. 3 credits
Management of Institutional Risk
CJA 530 ~ ................................................................. 3 credits
Ethics in Justice and Security
CJA 540 ~ ................................................................. 3 credits
Criminological Theory
CJA 550 ~ ................................................................. 3 credits
Legal Issues in Justice and Security
Residency Requirements and Course Waivers for the MS/AJS

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 27 graduate level credits at the University.
- Students in this program may waive a maximum of nine (9) credits from their required course of study.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following Capstone courses may not be waived from this degree program: CJA 595
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The University of Phoenix School of Business offers the Master of Business Administration and Master of Management. Although only one MBA degree may be earned, MBA students may choose to pursue the MBA or a concentration in a variety of areas.

**Master of Business Administration**

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

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations.

In addition to the University of Phoenix learning goals, the MBA program prepares students to:

- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization’s plans and actions align with its values.
- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the required course of study.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses.

All students must satisfy the MBA required areas. Concentration courses marked with an asterisk (*) may be used to satisfy these required areas.

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

**MBA Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 521</td>
<td>Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 531 ~</td>
<td>Human Capital Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Concentration in Accounting**

MBA students may earn a concentration in Accounting (ACC) by completing at least 15 credit hours, 12 credits beyond the MBA required areas.

Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required areas and 12 credits from the ACC concentration (3 of which must include ACC 541- Accounting Theory & Research).

ACC 541 ~ ................................................................. 3 credits

Accounting Theory & Research

COM 530 ................................................................. 3 credits

Communications for Accountants

ACC 542 ~ ................................................................. 3 credits

Accounting Information Systems

ACC 543 ~ ................................................................. 3 credits

Managerial Accounting & Legal Aspects of Business

ACC 544 ~ ................................................................. 3 credits

Internal Control Systems

ACC 545 ~ ................................................................. 3 credits

Financial Reporting

ACC 546 ~ ................................................................. 3 credits

Auditing

ACC 547 ~ ................................................................. 3 credits

Taxation

ACC 548 ~ ................................................................. 3 credits

Not-for-Profit & Government Accounting

ACC 556 ~ ................................................................. 3 credits

Forensic Accounting

ACC 557 ~ ................................................................. 3 credits

Accounting Ethics

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the
University’s Accounting Concentration.

Concentration in Global Management

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 39 credits (36 credits from the MBA required areas) which includes 12 credits from GM concentration coursework. The remaining three (3) credits must include CAP GM591-Cases in Cross-Border Management.

*ECO GM561 ~ ................................................................. 3 credits
International Economics
*OPS GM571 ~ ................................................................. 3 credits
International Operations Management
*FIN GM571 ~ ................................................................. 3 credits
International Corporate Finance
*MKT GM571 ~ ................................................................. 3 credits
International Marketing
*STR GM581 ~ ................................................................. 3 credits
International Strategic Planning & Implementation
CAP GM591 ~ ................................................................. 3 credits
Cases in Cross-Border Management

Concentration in Health Care Management

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 39 credits (36 credits from the MBA required areas) which includes 12 credits from HCM concentration coursework. The remaining three (3) credits must include HCS 578 - Ethical, Legal and Regulatory Issues in Health Care.

*ECO HC561 ~ ................................................................. 3 credits
Economics in Health Care
*ACC HC561 ~ ................................................................. 3 credits
Accounting in a Health Care Environment
*QNT HC561 ~ ................................................................. 3 credits
Applied Research & Statistics in Health Care
*OPS HC571 ~ ................................................................. 3 credits
Health Care Operations Management
*FIN HC571 ~ ................................................................. 3 credits
Health Care Finance
HCS 578 ~ ................................................................. 3 credits
Ethical, Legal & Regulatory Issues in Health Care

Concentration in Human Resource Management

MBA students may earn a concentration in Human Resource Management (HRM) by completing at least 15 credit hours, 12 credits beyond the MBA required areas. Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required areas and 12 credits from the HRM concentration coursework.

HRM 546 ~ ................................................................. 3 credits
Human Resource Law
HRM 558 ~ ................................................................. 3 credits
Research in Human Resource Management
HRM 548 ~ ................................................................. 3 credits
Recruitment and Retention Practices
HRM 552 ~ ................................................................. 3 credits
Organizational Training and Development
HRM 554 ~ ................................................................. 3 credits
Occupational Health and Safety
HRM 595 ~ ................................................................. 3 credits
Human Resource Capstone Course

Concentration in Marketing

MBA students may earn a concentration in Marketing (MKT) by completing at least 15 credit hours, 12 credits beyond the MBA core course requirement for Marketing. Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required areas and 12 credits from the MKT concentration coursework, (3 of which must include MKT 593-Product Design and Development Course).

MKT 544 ~ ........................................................................ 3 credits
Integrated Marketing Communications
MKT 554 ~ ........................................................................ 3 credits
Consumer Behavior
MKT 552 ~ ........................................................................ 3 credits
Technology Applications and e-Marketing
MKT 562 ~ ........................................................................ 3 credits
Advanced International Marketing
MKT 593 ~ ........................................................................ 3 credits
Product Design and Development

Concentration in Technology Management

MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of course work in Technology Management. Students earning a TM concentration will complete a minimum of 39 credits (36 credits from the MBA required areas) which includes 12 credits from concentration coursework. The remaining three (3) credits must include COM TM541-Communications for Managers of Technology.

COM TM541 ~ ................................................................. 3 credits
Communications for Managers of Technology
*QNT TM561 ~ ................................................................. 3 credits
Research & Statistics for Process Control
*OPS TM571 ~ ................................................................. 3 credits
Operations Management in Technology
*MKT TM571 ~ ................................................................. 3 credits
Marketing High Technology Products
*STR TM581 ................................................................. 3 credits
Strategic Planning & Implementation in a Technological Environment

Concentration in Project Management

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of course work in Project Management. Students earning a PM concentration will complete a minimum of 51 credits.

PM 571 ~ ........................................................................ 3 credits
Project Management
PM 582 ~ ........................................................................ 3 credits
Project Leadership
PM 584 ~ ........................................................................ 3 credits
Project Risk Management
PM 586 ~ ........................................................................ 3 credits
Project Quality Management
PM 598 ~ ........................................................................ 3 credits
Project Management Capstone

Concentration in Energy Management

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 39 credits.
degrees.
MGT EM561 ~ ................................................................. 3 credits
Energy Sector Management
FIN EM571 ~ ................................................................. 3 credits
Financial Management in the Energy Sector
ECO EM561 ~ ................................................................. 3 credits
Energy Economics
MKT EM571 ~ ................................................................. 3 credits
Marketing Energy
STR EM581 ~ ................................................................. 3 credits
Strategic Planning and Implementation for the Energy Sector

Concentration in Small Business Management
MBA students may earn a concentration in Small Business Management (SBM) by completing at least 15 credit hours of coursework in Small Business Management.

Students earning a SBM concentration will complete a minimum of 39 credits (36 credits from the MBA required areas) which includes 12 credits from SBM concentration coursework. The remaining three (3) credits must include STR SB581-Implementing Business Strategy.

ACC SB561 ~ ................................................................. 3 credits
Small Business Accounting
FIN SB571 ~ ................................................................. 3 credits
Small Business Finance
MKT SB571 ~ ................................................................. 3 credits
Small Business Marketing
STR SB581 ~ ................................................................. 3 credits
Implementing Business Strategy
ACC SB591 ~ ................................................................. 3 credits
Small Business Risk and Tax Management

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the MBA

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university 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 course prerequisite requirement 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 as follows:

• A minimum of 36 graduate credits.

• Students on Financial Aid must complete all program requirements within 54 attempted graduate credits.

• Completion of at least 24 credit hours of the required course of study to meet University residency requirements. Please see Course Waiver section.

• A minimum program grade point average (GPA) of 3.0.

• Students must take courses within a sequence specified by course prerequisite requirements.

• Students must request a concentration be recorded prior to degree conferral. A concentration cannot be applied post graduation.

• The diploma 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.

• The competency course, QRB 501, must be satisfied prior to progressing further in their MBA core.

• Students who are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete the QRB 501 prior to re-entry prior to taking additional courses.

• Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

• The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate-level credits at the University.

• Students may also waive a maximum of nine (9) credits in the MBA program on the basis of prior graduate-level college coursework.

• Students attending a physical campus in the state of California may waive a maximum of six (6) credits using transfer coursework. Students attending Online are not subject to California waiver policy.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;

• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better; and

• The course must be comparable in content and credits to the University degree conferral. A concentration cannot be applied post graduation. Concentrations are reflected on the transcript only.

The following courses may not be waived: ACC 541, CAP GM591,
The following Master of Public Administration (MPA) program is approved to be offered at these University of Phoenix campus locations: Southern California. 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 Master of Public Administration (MPA) program develops the managerial skills necessary to manage in the public sector. This program focuses on an entrepreneurial approach to issues and opportunities at the state and local government levels. The curriculum is based on current standards set forth by the National Association of Schools of Public Affairs and Administration.

In addition to the University of Phoenix learning goals, the MPA program prepares students to:

- Demonstrate an understanding of strategic policy planning and implementation in a political environment.
- Demonstrate an understanding of innovative public sector leadership competencies in public organizations.
- Demonstrate an understanding of public/private and public/private strategic partnerships in inter-governmental relationships.
- Comprehend the application of a significant amount of knowledge within the domains of Public Administration - Institutions and Processes, Communications for Public Administrators, Human Capital Development in the Public Sector, Program Evaluation, Law and Public Administration, Data Analysis for Public Policy and Management, Leveraging Technology in the Public Sector, Public Budgeting, Leading Organizational Development in the Public Sector, Public Finance, Public Policy Planning and Implementation, and Public Administration Applied Project.

The MPA consists of 36 credit hours. Courses requiring prerequisites are identified by a ~ symbol following the course number.

**MPA Required Course of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 522</td>
<td>3 credits</td>
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<tr>
<td>Public Administration - Institutions and Processes</td>
<td>3 credits</td>
</tr>
<tr>
<td>COM PA530 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Communications for Public Administrators</td>
<td></td>
</tr>
<tr>
<td>HRM 532 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Human Capital Development in the Public Sector</td>
<td></td>
</tr>
<tr>
<td>RES 562 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>LDR 532 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Leading Organizational Development in the Public Sector</td>
<td>3 credits</td>
</tr>
<tr>
<td>LAW 562 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Public Administration</td>
<td></td>
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<tr>
<td>QNT 562 ~</td>
<td>3 credits</td>
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<tr>
<td>Data Analysis for Public Policy and Management</td>
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</tr>
<tr>
<td>MGT TM562 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Leveraging Technology in the Public Sector</td>
<td></td>
</tr>
<tr>
<td>ACC 574 ~</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Additional Admission Requirements for the MPA**

- 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 cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Degree Requirements for the MPA**

The degree requirements for this program are as follows:

- A minimum of 36 graduate credit hours must be completed to meet all areas of the required course of study.
- A minimum program grade point average (GPA) of 3.0.

**Course Waivers for the MPA**

Completion of at least 27 credit hours of the required course of study to meet University residency requirements.

Students may waive a maximum of nine (9) credits in the MPA Required Course of Study on the basis of prior graduate-level college coursework.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: MGT 582
The Master of Management (MM) program is approved to be offered at these University of Phoenix campus locations: Southern California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Management program at University of Phoenix utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information-utilization, and critical-thinking skills. They are assessed on the basis of their use of the problem-solving process (which employs a general rubric) as well as their communication and critical-thinking skills during their presentations. Learning teams will apply the principles of benchmarking throughout the program to research the most creative solutions to a problem. This will enrich the alternatives that learners consider in evaluating possible solutions to the problems.

Throughout the program, students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. Students gain experience in distilling a situation into a well-defined problem; applying tools and concepts to analyze a variety of alternative solutions; and selecting and defending their recommended course of action.

**MM Required Course of Study**

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

- **MMPBL 500** ................................................................. 3 credits
  Foundations of Problem-Based Learning
- **MMPBL 501** ................................................................. 3 credits
  Forces Influencing Business in the 21st Century
- **MMPBL 502** ................................................................. 3 credits
  Managing the Business Enterprise
- **MMPBL 503** ................................................................. 3 credits
  Introduction to Finance and Accounting
- **MMPBL 520 ~** ............................................................. 3 credits
  Transformational Leadership
- **MMPBL 530 ~** ............................................................. 3 credits
  Human Capital Development
- **MMPBL 540 ~** ............................................................. 3 credits
  Implementing Organizational Initiatives
- **MMPBL 540 ~** ............................................................. 3 credits
  Conflict Management
- **MMPBL 550 ~** ............................................................. 3 credits
  Creativity, Innovation, and Organizational Design
- **MMPBL 560 ~** ............................................................. 3 credits
  Managing in a Cross-Cultural Environment
- **MMPBL 570 ~** ............................................................. 3 credits
  Corporate Governance
- **MMPBL 580 ~** ............................................................. 3 credits
  Marketing Management
- **MMPBL 590 ~** ............................................................. 3 credits
  Strategies for Competitive Advantage

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

**Additional Admission Requirements for the MM**

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A 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 MM**

The degree completion requirements for this program are as follows:

- The completion of the University required course of study. The following minimum credit hours of the required course of study must be completed at the University to meet University residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

**Progression Requirements for the MM**

The proficiencies courses, MMPBL 501, MMPBL 502, and MMPBL 503, must be satisfied prior to progressing into the MM Core. The MM proficiency courses may be satisfied in the following ways:

- Successful completion of the University of Phoenix courses, MMPBL 501, MMPBL 502, and MMPBL 503.
- In order to be granted a waiver for a proficiency course, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a “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. 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 are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete one or more of the three proficiency courses upon re-entry prior to taking additional core courses.

Residency Requirements and Course Waivers for the MM

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MMPBL 500, MMHRM 591, MMHRM 592, MMPA 591 and MMPA 592

The School of Advanced Studies offers a bridge opportunity for masters degree students who are interested in taking doctoral courses as part of the masters degree program.

Satisfaction of Course Proficiencies for the MM

Eligible students may satisfy the three proficiency courses (MMPBL 501, MMPBL 502, and MMPBL 503) and waive a maximum of 9 credits in the MM Core.

In order to satisfy a proficiency course (MMPBL 501, MMPBL 502, MMPBL 503) with a graduate business course, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past ten (10) years with a grade of “B” (3.0) or better; and
• A Proficiency Waiver Request Form must be submitted listing the transfer course information and the proficiency courses requested to be satisfied.

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.

Master of Management/Human Resources Management

The following Master of Management/Human Resources Management (MM/HRM) program is approved to be offered at these University of Phoenix campus locations: Southern California. 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/Human Resources Management (MM/HRM) program is designed to enhance the management skills students need to function effectively within an organization. Students learn to synthesize business concepts and practices presented in this program to develop solutions for specific managerial situations found within the organizational environment. Areas of focus include developing human capital, implementing organizational initiatives, managing conflict, fostering creativity and innovation through organizational design, and managing in a cross-cultural environment. The MM/HRM program at University of Phoenix utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information-utilization, and critical-thinking skills. They are assessed on the basis of their use of the problem-solving process (which employs a general rubric) as well as their communication and critical-thinking skills during their presentations. Learning teams will apply the principles of benchmarking throughout the program to research the most creative solutions to a problem. This will enrich the alternatives that learners consider in evaluating possible solutions to the problems. Throughout the program, students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. Students gain experience in distilling a situation into a well-defined problem, applying tools and concepts to analyze a variety of alternative solutions, and selecting and defending their recommended course of action.

MM/HRM Required Course of Study

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

MMPBL 500 ~................................................................. 3 credits
Foundations of Problem-Based Learning
MMPBL 501 ................................................................. 3 credits
Forces Influencing Business in the 21st Century
MMPBL 502 ~................................................................. 3 credits
Managing the Business Enterprise
MMPBL 503 ................................................................. 3 credits
Introduction to Finance and Accounting
MMPBL 520 ~................................................................. 3 credits
Transformational Leadership
MMPBL 530 ~................................................................. 3 credits
Human Capital Development
MMPBL 510 ~................................................................. 3 credits
Implementing Organizational Initiatives
MMPBL 540 ~................................................................. 3 credits
Conflict Management
MMPBL 550 ~................................................................. 3 credits
Creativity, Innovation, and Organizational Design
MMPBL 560 ~................................................................. 3 credits
Managing in a Cross-Cultural Environment
Additional Admission Requirements for the MM/HRM

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with exposure to 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 MM/HRM

The degree completion requirements for this program are as follows:
- The completion of the University required course of study. The following minimum credit hours of the required course of study must be completed at the University to meet University residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

Progression Requirements for the MM/HRM

The proficiency courses, MMPBL 501, MMPBL 502, and MMPBL 503, must be satisfied prior to progressing into the MM Core. The MM proficiency courses may be satisfied in the following ways:
- Successful completion of the University of Phoenix courses, MMPBL 501, MMPBL 502, and MMPBL 503.
- In order to be granted a waiver for a proficiency course, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a "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. 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 are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete one or more of the three proficiency courses upon re-entry prior to taking additional core courses.

Residency Requirements and Course Waivers for the MM/HRM

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.

Eligible students may satisfy the three proficiency courses (MMPBL 501, MMPBL 502, and MMPBL 503) with a graduate business course, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MMPBL 500, MMHRM 591, MMHRM 592, MMPA 591 and MMPA 592.

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

Satisfaction of Course Proficiencies for the MM/HRM

Eligible students may satisfy the three proficiency courses (MMPBL 501, MMPBL 502, and MMPBL 503) and waive a maximum of 9 credits from the MM Core.

In order to satisfy a proficiency course (MMPBL 501, MMPBL 502, MMPBL 503) with a graduate business course, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a grade of "B" (3.0) or better; and
- A Proficiency Waiver Request Form must be submitted listing the transfer course information and the proficiency courses requested to be satisfied.

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.

MMPBL 570 ~ ................................................................. 3 credits
Corporate Governance
MMPBL 580 ~ ................................................................. 3 credits
Marketing Management
MMPBL 590 ~ ................................................................. 3 credits
Strategies for Competitive Advantage
MMHRM 591 ~ ................................................................. 3 credits
Human Resources Seminar in Problem Solving
MMHRM 592 ~ ................................................................. 3 credits
Human Resources Seminar in Decision Outcomes

The School of Advanced Studies offers a bridge opportunity for masters degree students who are interested in taking doctoral courses as part of the masters degree program.

MMPBL 580: Strategies for Competitive Advantage
MMPBL 570: Corporate Governance
MMPBL 503: Human Resources Seminar in Decision Outcomes

The following courses in the Required Course of Study may not be waived: MMPBL 500, MMHRM 591, MMHRM 592, MMPA 591 and MMPA 592.

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.

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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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the role of business systems within the organization, to understand and apply the principles of systems analysis and design, to analyze and evaluate information technologies, and to create project, risk, and information systems strategic plans.

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

**MIS Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 526</td>
<td>Managerial Communication</td>
<td>3</td>
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<tr>
<td>BSA 500 ~</td>
<td>Business Systems I</td>
<td>3</td>
</tr>
<tr>
<td>BSA 502 ~</td>
<td>Business Systems II</td>
<td>3</td>
</tr>
<tr>
<td>CSS 561 ~</td>
<td>Programming Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 555 ~</td>
<td>Systems Analysis &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>DBM 500 ~</td>
<td>CIS Project Management</td>
<td>3</td>
</tr>
<tr>
<td>NTC 500 ~</td>
<td>Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 579 ~</td>
<td>Networking Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 578 ~</td>
<td>CIS Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS Strategic Planning</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Waiver Policy for the MIS**

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 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 578, COM 526

**Degree Requirements for the MIS**

Students in the graduate business programs must fulfill the following requirements to graduate:

- Completion of the required course of study with a minimum grade point average of "B" (3.0).
- Completion of the University’s Comprehensive Cognitive Assessment (COCA) post-test as part of the University’s Adult Learning Outcomes Assessment (ALOA).

**Additional Admission Requirements for the MIS**

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
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The College of Health and Human Services is within the Artemis School and was established to respond to the educational needs of registered nurses and health care professionals. The College offers working nurses and health care professionals opportunities to participate in degree programs developed to broaden their professional horizons. These programs are designed specifically for nurses and health care professionals who desire a repertoire of skills and knowledge necessary to respond effectively to today’s dynamic health care environment. They also equip students with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel.

Each program has a blend of theory and practice which fosters a learning environment that allows students to build their knowledge base and to effectively and creatively apply what they have learned.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care. In addition, there is a MSN/FNP Program and FNP Post-Masters Certificate available at selected University of Phoenix campuses.

The MSN/MHA and MSN/MBA/HCM Dual Degree Programs allow nurses to blend advanced nursing concepts with business and management skills need in health care today.

**International Nursing Honor Society**

The vision of Sigma Theta Tau is to create a global community of nurses who lead in using scholarships, knowledge, and technology to improve health of the world’s people. The society provides support for the professional development of members who strive to improve nursing care worldwide.

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Health and Human Services. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, and have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity.

The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 120,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society’s members are active in more than 90 countries and territories, and the 424 chapter honor societies are located on more than 523 college and university campuses in United States, Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, and Taiwan.

Omicron Delta has close to 3,000 members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicron-delta.net.

**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 California. 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.

**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 Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 531</td>
<td>Theoretical Foundations of Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 518</td>
<td>Introduction to Graduate Study in Health Sciences</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>
<tr>
<td>NUR 590A/B</td>
<td>Nursing Practicum</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 571</td>
<td>Financial Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 542</td>
<td>Leadership and Management in Nursing and Health Care</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

Dynamics of Family Systems
NUR 598 .............................................................. 3 credits
Research Utilization Project
HCS 588 .............................................................. 3 credits
Measuring Performance Standards
HCS 578 .............................................................. 3 credits
Ethical, Legal, and Regulatory Issues in Health Care
The University reserves the right to modify the required course of study.

Nursing Practicum/Clinical Hours for the MSN
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
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment 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
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 402, NUR 429 and NUR 464 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice
- Students must start NUR 590B within 14 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. A one time exception of a 6 month extension may be requested, upon recommendation of the CCC, faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.

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 Completion Requirements for the MSN
The degree requirements for this program are the following:
- The completion of a minimum of 30 credits of the graduate-level required course of study to meet University residency requirements. (a minimum of 33 credits must be completed by California campus students) The MSN degree program has a 39 credit graduate-level Required Course of Study and 9 credits may be waived on the basis of transfer credit. (six for campuses in California-does not include Online students)
- The student must complete (or waive) the 9 credits for the MSN undergraduate Bridge Courses, in addition to completing a minimum of 30 credits of the graduate-level required course of study.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of NUR 598, NUR 590A and NUR 590B (Nursing Practicum) with a B or better is required. Students who do not pass these classes with a grade of B or better will be scholastically disqualified (SD status). Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension (SS status). Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.
- Students must start NUR 590B within 14 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. A one time exception of a 6 month extension may be requested, upon recommendation of the CCC and Faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.
- The diploma awarded for this program will read as follows: Master of Science in Nursing
Residency Requirements and Course Waivers for the MSN

Students in this program may waive a maximum of 9 credits (not to exceed 3 University courses) from their required course schedules through transfer. California residents may waive a maximum of 6 credits from transfer credits.

- 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 California. 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 campus.

61 Broadway, 33rd Floor, New York, New York 10006; (212) 363-1375

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 ~ Introduction to Graduate Study in Health Sciences/Nursing | 1 credit |
| NUR 513 ~ Theoretical Foundations of Practice | 3 credits |
| NUR 518 ~ Analysis of Research Reports | 3 credits |
| NUR 531 ~ Influencing the Future of Nursing and Health Care | 3 credits |
| HCS 587 ~ Creating Change Within Organizations | 3 credits |
| NUR 544 ~ Population-Focused Health Care | 3 credits |
| HSN 442 ~ Design and Process of Curriculum Development | 3 credits |
| HCS 571 ~ Financial Resource Management | 3 credits |
| NUR 598 ~ Nursing Practicum | 3 credits |
| NUR 587 ~ Leadership and Management in Nursing and Health Care | 2 credits |
| NUR 542 ~ Dynamics of Family Systems | 2 credits |
| NUR 598 ~ Research Utilization Project | 3 credits |
| NUR 590A/B ~ Specialization | 3 credits |
| HSN 548 ~ Role of the Health Care/Nursing Educator | 3 credits |
| HSN 540 ~ Teaching and Learning Strategies | 3 credits |
| HSN 552 ~ Assessment and Evaluation of Learning | 3 credits |

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

Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.
Additional Admission Requirements for the MSN/ED
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- 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 bridge program must complete the three MSN bridge courses NUR 402, NUR 429 and NUR 464 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must start NUR 590B within 14 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. A one time exception of a 6 month extension may be requested, upon recommendation of the CCC, faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.

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 450, 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
The degree requirements for this program are the following:
- The completion of a minimum of 33 credits of the graduate-level required course of study to meet University residency requirements. The MSN/ED degree program has a 42 credit graduate-level Required Course of Study and 9 credits may be waived on the basis of transfer credit.
- A minimum of 36 credits must be completed by California campus students. Six credits may be waived on the basis of transfer credit in the State of California.
- The student must complete (or waive) the 9 credits for the MSN/ED undergraduate Bridge Courses, in addition to completing a minimum of 33 credits of the graduate-level required course of study.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of NUR 598, NUR 590A and NUR 590B (Nursing Practicum) with a B or better. Students who do not pass these classes with a grade of ‘B’ or better will be scholastically disqualified (SD status). Students who fail to meet the minimum grade requirement 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 (SS status). Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Health and Human Services.
- Students must start NUR 590B within 14 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. A one time exception of a 6 month extension may be requested, upon recommendation of the CCC and Faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.
- The diploma awarded for this program 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 in this program may waive a maximum of 9 credits (not to exceed 3 University courses) from their required course schedules through transfer. California residents may waive a maximum of 6 credits from transfer credits.
• 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 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/Family Nurse Practitioner**

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program is approved to be offered at these University of Phoenix campus locations: Southern California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. The MSN/FNP program is 47 graduate credits. Students complete core courses in advanced nursing content and process, then complete the Family Nurse Practitioner (FNP) course sequence. The FNP courses focus on the health care needs of people through the life span. Graduates of the FNP program are prepared for independent and collaborative decision making in health promotion and maintenance, with an emphasis on primary care across the life span. Graduates are eligible to take the National Certification Exam.

*One DuPont Circle NW, Suite 530, Washington DC 20036-1120; (202) 887-6791.

**Program Category Requirements and Course Selections**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of "B" for successful completion are identified by a ✧ symbol following the course number.

**Introduction, 1 Total Credit**

HCS 504  ......................................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

**Theoretical Foundations of Practice Research, 3 Total Credits**

NUR 513  .........................................................................................3 credits

**Advanced Pharmacotherapeutics**

HCS 507  .........................................................................................3 credits

**Pathophysiology, 4 Total Credits**

HCS 510  .........................................................................................4 credits

**Advanced Pathophysiology**

RNP 505  .........................................................................................3 credits

**Role, 3 Total Credits**

RNP 516  .........................................................................................4 credits

**Advanced Assessment, 4 Total Credits**

RNP 516  .........................................................................................4 credits

**Clinical and Practicum, 6 Total Credits**

NUR 550  .........................................................................................3 credits

**Leadership, 3 Total Credits**

NUR 550  .........................................................................................3 credits

**Pediatrics, 5 Total Credits**

NUR 545A  .........................................................................................4 credits

**Adult and Geriatric Management**

NUR 545B  .........................................................................................4 credits

**Women’s Health, 4 Total Credits**

NUR 560  .........................................................................................4 credits

**Issues in Advanced Practice**

RNP 540 .........................................................................................5 credits

Management of Pediatric and Adolescent Populations

**Management of Women’s Health Issues**

RNP 540 .........................................................................................5 credits

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

**Additional Admission Requirements for the MSN/FNP**

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate 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 3.0 on the undergraduate degree posted transcript is required for admission.

• Current employment is not a requirement for admission.
FNP Program Manager's signature on the applicant's Program Eligibility Verification form, after review of essay, transcripts, and resume. Evidence that these requirements have been met must be uploaded to the student's eXp file along with the Program Eligibility Verification form.

- Equivalent grade of "B-" or better in undergraduate core science courses, such as biology, pathophysiology, chemistry, biochemistry, and anatomy and physiology.
- A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one-year experience (from the two years clinical based RN experience) in the past five years, in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER). The remaining year can be fulfilled with health care experience.
- Applicants must reside in the 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.

- Signed Professional Non-Academic Requirement form
- Signed Criminal Background Check Disclosure

**Academic Progression Requirements for the MSN/FNP**

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a "B" or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, NUR 550, NRP 516, HCS 510, HCS 507
- Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 545A, NRP 545B, NRP 540, NRP 560, NRP 566
- Following completion of the clinical courses NRP 545A, NRP 545B, NRP 540 and NRP 560, students may progress to NRP 566 Preceptorship.
- The verification of the background check must be completed by the end of HCS 510.

**Minimum Grade Requirements for the MSN/FNP**

- If students do not pass the bridge courses NUR 403, NUR 443 and NUR 440 with a "B" or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be academically disqualified and will not be able to continue in the MSN program.
- All students are required to earn a minimum grade of "B" in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. These courses include: HCS 507, HCS 510, NRP 505, NRP 516, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550
- A student may only repeat one nurse practitioner course one time. If a grade of "B" (3.0) or better is not attained when the nurse practitioner course is repeated, the student will be permanently withdrawn, scholastically suspended, from the program.
- A student who has been scholastically disqualified from the program because of failure to meet the grade requirements in a nurse practitioner course may reenter the program only with the approval of the Campus College Chair and Nurse Practitioner Program Coordinator.
- Upon reentry into the program, students must first successfully complete any requirements determined by the Campus College Chair and Nurse Practitioner Program Coordinator before repeating the course in which the "B-" or below was received. The student may then proceed sequentially through the program.

**Degree Requirements for the MSN/FNP**

- The completion of the Required Course of Study.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of NRP 566 Preceptorship
- The diploma awarded for this program will read as follows: Master of Science in Nursing
- Family Nurse Practitioner

**Residency Requirements and Course Waivers for the MSN/FNP**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 38 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study upon review by the Dean of Nursing via the Student Appeals Center (SAC).

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504 and NRP 566

### Masters of Science in Nursing and Master of Business Administration/Health Care Management

The following Master of Science in Nursing and Master of Business Administration/Health Care Management (MSN/MBA/HCM) program is approved to be offered at these University of Phoenix campus locations: Southern California. 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 MSN/MBA/HCM dual degree program is designed to provide nurses with a unique blend of advanced nursing and business management skills needed to manage today’s innovative health care delivery systems. The program combines essentials from both degree programs to provide students with the knowledge and skills necessary to enhance and support patient services. The MBA/HCM program emphasizes the identification, analysis, and solution of complex management problems that require technical understanding and balanced decision making.

The MSN program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN/MBA/HCM program is 65 credits. All course work and clinical requirements must be completed satisfactorily, or be repeated.

### MSN/MBA/HCM Required Course of Study

Course 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</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 525 Managerial Communication and Ethics</td>
<td>3</td>
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<tr>
<td>ORG 502 Human Relations and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>LAW 529 Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>ECO 533 Economics for Managerial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ACC 539 Accounting for Managerial Decision Making</td>
<td>3</td>
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<tr>
<td>FIN 540 Managerial Accounting and Finance Foundations</td>
<td>3</td>
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<tr>
<td>MGT 554 Operations Management</td>
<td>3</td>
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<tr>
<td>MGT 573 Project Management in the Business Environment</td>
<td>3</td>
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<tr>
<td>MKT 551 Marketing Management</td>
<td>3</td>
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<tr>
<td>MGT 578 Strategy Formulation and Implementation</td>
<td>3</td>
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<tr>
<td>CIS 570 Information Management in Business</td>
<td>3</td>
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<tr>
<td>HCS 571 Financial Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HCS 578 Ethical, Legal and Regulatory Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 587 Leadership and Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 513 Theoretical Foundations of Practice</td>
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<td>NUR 518 Analysis of Research Reports</td>
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<td>NUR 531 Influencing the Future of Nursing</td>
<td>3</td>
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<tr>
<td>NUR 588 Developing and Evaluating Educational Programs</td>
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<tr>
<td>NUR 590A/B Developing and Evaluating Educational Programs</td>
<td>3</td>
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<tr>
<td>NUR 598 Research Utilization Project</td>
<td>3</td>
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</tbody>
</table>

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.

### 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.

### Additional Admission Requirements for the MSN/MBA/HCM

Student must meet the admission requirements for both degree programs.

- 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. Students using foreign credentials when enrolling in a local campus program in the State of California must use a foreign credential evaluation service that is approved by the State regulating board.
• 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/MBA/HCM
• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 402, NUR 429 and NUR 464 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
• Students must start NUR 590B within 14 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. A one time exception of a 6 month extension may be requested, upon recommendation of the CCC, faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.

Minimum Grade Requirements for MSN/MBA/HCM
• 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 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/MBA/HCM
The degree requirements for the Dual Degree Master of Science in Nursing and Master of Business/Health Care Management program are the following:

• The completion of a minimum of 53 credits of the graduate-level required course of study to meet University residency requirements. (a minimum of 59 credits must be completed by California campus students) The MSN/MBA/HCM Dual Degree has a 65 credit graduate-level Required Course of Study and 12 credits may be waived on the basis of transfer credit. (six in the State of California)
• The student must complete (or waive) the 9 credits for the MSN/MBA/HC undergraduate Bridge Courses, in addition to completing a minimum of 53 credits of the graduate-level required course of study.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion of NUR 598, NUR 590A and NUR 590B (Nursing Practicum) with a B or better. Students who do not pass these classes with a grade of ‘B’ or better will be scholastically disqualified (SD status). Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension (SS status). Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Health and Human Services
• Students must start NUR 590B within 14 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. A one time exception of a 6 month extension may be requested, upon recommendation of the CCC and Faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.
• Completion of the University’s Comprehensive Cognitive Assessment MBA/HCM post-test.
• Two diplomas will be awarded for this dual degree. The diplomas awarded for these programs will read as follows:
  Master of Science in Nursing
  Master of Business Administration

Residency Requirements Course Waivers for the MSN/MBA/HCM
Students may waive a maximum of twelve (12) credits from their required course of study on the basis of prior graduate-level college coursework. Students may waive a maximum of nine (9) graduate-level credits (not to exceed three (3) University courses) in the MBA required course of study on the basis of prior graduate-level college coursework. California residents may waive a maximum of 6 credits from transfer credits.
In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five (5) years 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: COM 525, NUR 598, NUR 590A and NUR 590B.

Master of Science in Nursing and Master of Health Administration

The following Master of Science in Nursing and Master of Health Administration (MSN/MHA) program is approved to be offered at these University of Phoenix campus locations: Southern California. 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 and Master of Health Administration (MSN/MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of the global health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students will also be asked to complete course work related to their area of concentration such as public health, long-term care, and health informatics. Graduates of the MSN/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.

MSN/MHA Required Course of Study

Students will complete 51 graduate credit hours. Courses requiring prerequisites are identified by a symbol following the course number. Courses requiring a minimum grade of “B” for successful completion are identified by a symbol following the course number.

- HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing ~ 1 credit
- HCS 531 ~ Health Care Organizations and Delivery Systems ~ 3 credits
- HCS 533 ~ Health Care Information Systems ~ 3 credits
- HCS 514 ~ Managing in Today’s Health Care Organization ~ 3 credits
- HCS 552 ~ Health Care Economics ~ 3 credits
- HCS 577 ~ Financial Management in Health Care ~ 3 credits
- HCS 535 ~ Concepts of Population Health Care ~ 3 credits
- NUR 518 ~ Analysis of Research Reports ~ 3 credits
- HCS 539 ~ Health Law and Ethics ~ 3 credits
- NUR 530 ~ Marketing for Health Care ~ 3 credits
- HCS 567 ~ Entrepreneurship in Health Care ~ 3 credits
- NUR 513 ~ Theoretical Foundations of Practice ~ 3 credits
- HCS 587 ~ Influencing the Future of Nursing and Health Care ~ 3 credits
- HCS 588 ~ Creating Change within Organizations ~ 3 credits
- NUR 599 ~ Research Utilization Project ~ 3 credits
- NUR 590A/B ~ Nursing Practicum ~ 2 credits
- HCS 531 ~ Developing and Evaluating Educational Programs ~ 3 credits
- HCS 588 ~ Measuring Performance Standards ~ 3 credits
- NUR 518 ~ Entrepreneurship in Health Care ~ 3 credits
- HCS 545 ~ Health Law and Ethics ~ 3 credits
- HCS 539 ~ Marketing for Health Care ~ 3 credits
- HCS 567 ~ Entrepreneurship in Health Care ~ 3 credits
- NUR 513 ~ Theoretical Foundations of Practice ~ 3 credits
- HCS 587 ~ Influencing the Future of Nursing and Health Care ~ 3 credits
- HCS 588 ~ Creating Change within Organizations ~ 3 credits
- NUR 599 ~ Research Utilization Project ~ 3 credits
- NUR 590A/B ~ Nursing Practicum ~ 2 credits
- HCS 531 ~ Developing and Evaluating Educational Programs ~ 3 credits
- HCS 588 ~ Measuring Performance Standards ~ 3 credits
- NUR 518 ~ Entrepreneurship in Health Care ~ 3 credits

The University reserves the right to modify the required course of study. Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

Additional Admission Requirements for the MSN/MHA

• An undergraduate degree with an upper division major in nursing 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.
• Current employment as a nurse or access to suitable work environments in which to complete the work related course assignments.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam.
• Guam
• American Samoa
• Northern Mariana Islands
• US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

Academic Progression Requirements for the MSN/MHA

• Students enrolling in the bridge program must complete the three MSN bridge courses (NUR 403, NUR 443, NUR 440) with a “C” or better, before enrolling in NUR 513 (Theoretical Foundations of Practice).
• If students do not pass the three courses with a “C” or better, they will be placed on SD. They will be allowed to retake each course once, and if not completed satisfactorily (C or better), they will be placed on SS and will not be able to continue in the MSN program.

Degree Requirements for the MSN/MHA

The degree requirements for this program are the following:
• The completion of a minimum of 42 credits of the graduate-level required course of study to meet University residency requirements. (a minimum of 48 credits must be completed by California campus students) The MSN/MHA degree program has a 54 credit graduate-level Required Course of Study and 12 credits may be waived on the basis of transfer credit. (6 in the State of California)
• The student must complete (or waive) the 9 credits for the MSN/MHA undergraduate Bridge Courses, in addition to completing a minimum of 42 credits of the graduate-level required course of study.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion of NUR 598, NUR 590A and NUR 590B (Nursing Practicum) with a B or better. Students who do not pass these classes with a grade of ‘B’ or better will be scholastically disqualified (SD status). Students who fail to meet the minimum grade requirement 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 (SS status). Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Health and Human Services.
• Students must start NUR 590B within 14 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. A one time exception of a 6 month extension may be requested, upon recommendation of the CCC and Faculty and approval of the Associate Dean. No further extensions will be granted beyond this exception.
• Two diplomas will be awarded for this dual degree. The diplomas awarded for these programs will read as follows: Master of Science in Nursing and Master of Health Administration.

Residency Requirements and Course Waivers for the MSN/MHA

• Students in this program may waive a maximum of 12 credits from their required course schedules through transfer. California residents may waive a maximum of 6 credits from transfer credits.
• 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 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.
The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programs include several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialling requirements.

The College of Education works closely with other departments responsible for providing and administering academic preparation at the University and with each campus to ensure the quality delivery of all courses and programs.

Admission Requirements

All applicants to this program are expected to meet the following admission requirements:

• A completed and signed graduate application and application fee

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

• Students are required to submit immunization information to the University, if required in the state in which they reside, according to applicable University procedures. Unless state laws require otherwise, any student who does not comply with this requirement will be allowed to complete only the course in which they are currently registered and will not be allowed to enroll in subsequent courses until any required vaccination is obtained and/or required affirmation is provided to the University.

• Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (IBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

• Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
• Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
• U.S. high school diploma or GED administered in English.
• Equivalent of a U.S. high school diploma from a country in which English is the official language.

• Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.

• Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - 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 California. 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 practicum is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
MAED/ADM Required Course of Study

Orientation, 0 Total Credits
EDA 500CA ............................................. 0 credits
Orientation to Administration and Supervision

Introductory Course, 1 Total Credit
COM 516 ............................................. 1 credit
Professional Communications

Action Research and Evaluation, 4 Total Credits
EDD 581CA ............................................. 4 credits
Action Research and Evaluation

Administrative Practicum, 3 Total Credits
EDA 594ACA ............................................. 1 credit
Administrative Practicum Part I: Instructional Leadership
EDA 594BCA ............................................. 1 credit
Administrative Practicum Part II: Organizational Management
EDA 594CCA ............................................. 1 credit
Principal Practicum Part III: Professional Perspectives and Reflective Practice

Introduction to Principalship, 12 Total Credits
EDA 518CA ............................................. 3 credits
Leadership and Collaborative Processes
EDA 570CA ............................................. 3 credits
Equity, Diversity, and Access in Education
EDA 555CA ............................................. 3 credits
School Policy and Law for Principals
EDA 575CA ............................................. 3 credits
Family, Community, and Media Relations

Functions and Strategies, 15 Total Credits
EDA 524CA ............................................. 3 credits
Supervision of Curriculum, Instruction, and Assessment
EDA 528CA ............................................. 3 credits
Administration of Special Programs
EDA 535CA ............................................. 3 credits
Business and Facilities Management
EDA 560CA ............................................. 3 credits
Human Resources Leadership and Management
EDA 565CA ............................................. 3 credits
School Improvement Processes

Electives, 3 Total Credits
EDL 505CA ............................................. 3 credits
Cultural Competency
EDL 531CA ............................................. 3 credits
Mentoring and Coaching
AET 520CA ............................................. 3 credits
Instructional Strategies in Adult Education and Training
AET 535CA ............................................. 3 credits
Assessment and Evaluation in Adult Learning
AET 531CA ............................................. 3 credits
Technology for the Adult Learner

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.
- Three (3) years verified full-time teaching experience in P-12 setting, (substitute or part-time service does not apply).
- 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
- Verification of the following:
  - Having passed or attempted the California Basic Skills Test (CBEST)
  - Certificate of Clearance
  - Current TB test
- Applicants must possess one of the following California credentials:
  - A valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
  - A valid California Designated Subjects Teaching Credential
  - A valid California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitation Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Academic Progression Requirements for the MAED/ADM

Students must meet all requirements prior to Practicum placement:
- Proof of passing score on the CBEST exam

Degree Requirements for the MAED/ADM

- The completion of the Required Course of Study.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record. The Administrative Practicum is a minimum 240-hour placement and cannot be waived. (Each state’s requirement for these hours will vary; candidates must follow the guidelines within their state.)
- Students must meet 30-40 hours of field experience by the end of the MAED/ADM program. These hours are outside of the practicum experience.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision
Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited college or university.
- The course must 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, EDA 594ACA, EDA 594BCA, EDA 594CCA and EDD 581CA.

Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum courses, grades of "B-" are not accepted: EDA 594ACA, EDA 594BCA and EDA 594CCA. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Institutional Recommendation for the MAED/ADM

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification). Refer to New Student Checklist and your state certification agency for specific requirements. Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum for the MAED/ADM

- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Note: The field experience hours are hours completed outside of the 240 hour Administrative Practicum experience.

Master of Arts/Adult Education and Training

The following Master of Arts in Education (MAEd) program with a specialization in Adult Education and Training is approved to be offered at these University of Phoenix campus locations: Southern California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts/Adult Education and Training Program (MAEd/AET) is a 35-credit program of study designed for individuals who wish to develop the skills to work with adult learners in areas such as corporate training, community college instruction, non-profit and community based organizations, human services agencies, or professional development. The program encompasses knowledge of andragogical theory, the needs of diverse learners, critical issues and trends in adult education and training, instructional design and strategies, the use of technologies, and assessment. It also provides courses that address coaching and mentoring, e-learning, and e-learning web design technologies. Courses requiring prerequisites are identified by a ~ symbol following the course number.

MAED/AET Required Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>AET 505</td>
<td>Foundations of Adult Education and Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>AET 510</td>
<td>Critical Issues and Trends in Adult Education and Training</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 569</td>
<td>Introduction to Action Research</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

University of Phoenix, 2011

COLLEGE OF EDUCATION (Southern California)
Course Waivers for the MAED/AET

Students may waive a maximum of six (6) credits (not to exceed two (2) University courses) from their required course of study on the basis of prior graduate-level college coursework.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past five years 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:

- COM 516, EDD 569, QNT 575, EDD 577, EDD 580

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 California. 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.

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

Program Requirements

- COM 516 ................................................................. 1 credit
- Professional Communications
- EDL 501 ................................................................. 0 credits
- Orientation to Teacher Leadership
- EDL 500 ................................................................. 3 credits
- Personal Leadership
- EDL 505 ................................................................. 3 credits
- Cultural Competency
- EDL 510 ................................................................. 3 credits
- Teacher Leadership in a Global Society
- AET 541 ................................................................. 3 credits
- E-Learning

Additional Admission Requirements for the MAED/AET

The requirements for admission to this program are as follows:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum equivalent of three years’ post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MAED/AET

The degree completion requirements for the program are as follows:

- The completion of a University required course of study. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the action research project.
- Students must take courses within a sequence specified by course prerequisite requirements.
An undergraduate degree from a regionally or approved 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.

The completion of the Required Course of Study.

Students must take courses within a sequence specified by course prerequisite requirements.

The diploma awarded for this program will read as follows:

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/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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education/Elementary Teacher Education (MAEd/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
## Program Category Requirements and Course Selections

### Orientation, 0 total credits
- MTE 507/CA ~................................................................. 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/CA ........................................................................ 2 credits
- The Art and Science of Teaching

### Educational Theories and Models, 6 total credits
- MTE 508/CA ................................................................. 3 credits
- Models, Theories, and Instructional Strategies
- MTE 520/CA ................................................................. 3 credits
- Maintaining an Effective Learning Climate

### Human Development, 2 total credits
- MTE 506/CA ................................................................. 2 credits
- Child and Adolescent Development

### Assessment, 3 total credits
- MTE 562/CA ................................................................. 3 credits
- Assessment and Evaluation

### Reading, 4 total credits
- RDG 530/CA ................................................................. 4 credits
- Curriculum Constructs & Assessment: Reading and Language Arts

### Special Populations, 5 total credits
- ELL 500 ........................................................................ 3 credits
- Instructional Methods for English Language Learners
- SPE 514/CA ................................................................. 2 credits
- Survey of Special Populations

### Elementary Methods and Assessment, 10 total credits
- MTE 531/CA ................................................................. 2 credits
- Curriculum Constructs & Assessment: History and Social Science
- MTE 532/CA ................................................................. 4 credits
- Curriculum Constructs & Assessment: Science and Mathematics
- MTE 534/CA ................................................................. 2 credits
- Curriculum Constructs & Assessment: Visual and Performing Arts
- MTE 537/CA ................................................................. 2 credits
- Curriculum Constructs & Assessment: Physical Education and Health

### Student Teaching, 8 total credits
- ELM 523/CA ................................................................. 4 credits
- Elementary Student Teaching Part A
- ELM 524/CA ................................................................. 4 credits
- Elementary Student Teaching Part B
- The University reserves the right to modify the Required Course of Study.

### Teacher Performance Assessment, 2 total credits
- TPA 001 ~................................................................. 1 credit
- Subject Specific Pedagogy
- TPA 002 ~................................................................. 1 credit
- Designing Instruction

### Additional Admission Requirements for the MAED/TED-E
- All applicants are expected to meet the following admissions requirements:
  - Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
  - Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies (for the particular state in which the student is attending) to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside.
  - All California residents (Online and Local) must enroll in MAED/TED. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
  - A minimum equivalent of three (3) years post-high school work or volunteer experience.
  - All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

### Candidacy Status

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

Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.

Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam. Students enrolled in MAED-TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.

- Verification of fingerprint clearance
• Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:

The candidate provides evidence of having passed the appropriate subject matter examination(s).

The candidate provides evidence of having attempted the appropriate subject matter examination(s).

The candidate provides evidence of registration for the next scheduled examination.

The candidate provides evidence of having completed a Commission approved subject matter preparation program.

The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

• California students must have documentation of 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years.

• Immunization or TB test results (District specific)

Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience:

• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).

• California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.

• Candidates enrolled in MAED TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

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 523CA, ELM 524CA

• 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.

• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/TED program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.

• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Transfer Requirements for the MAED/TED-E
Transfer of non-California specific coursework
• California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

• The following non-California (CA) courses can be transferred into the California specific program:
  • MTE 501 (2 credits)
  • MTE 505 (3 credits) or MTE 506 (2 credits)
  • MTE 508 (3 credits) or MTE 509 (2 credits)

Degree Requirements for the MAED/TED-E
• The completion of the required course of study.
• A minimum program grade point average (GPA) of 3.0.
• Students must pass all four Teacher Performance Assessments (TPA).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for these programs 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 in the MAED/TED-E must pass the RICA exam

• Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

• California students who complete more than nine (9) credits from one of the Online programs will be able to take the remainder of their program at a California campus, but will only be eligible for an Arizona Institutional Recommendation, not a California Institutional Recommendation. Please refer to Transfer Requirements section for additional information.
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 regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MAED/TED programs: COM 516, ELM 523CA, ELM 524CA, MTE 507CA, MTE 508CA, MTE 520CA, MTE 532CA, MTE 543CA, MTE 544CA, MTE 546CA, MTE 547CA, MTE 548CA, MTE 550CA, MTE 551CA, RDG 530CA, RDG 542CA, SPE 514CA, TPA 001 and TPA 002

- 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.

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<thead>
<tr>
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</tr>
<tr>
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Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-E

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.
- 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.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
Candidates enrolled in MAED/TED-E must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.

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.

1. Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

2. Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**California Teaching Performance Assessment Policy**

Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.

Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts

Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-Specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-Specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

**California Intern Credential**

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Signed Internship Agreement
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Verification of TB results
  - Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
  - Dispositions Assessments (Self-Evaluation, Dispositions Rubric and Personal Assessment Interview)
  - Two professional letters of recommendation completed in the past year
  - Completion of the following coursework: MTE 506CA, MTE 507CA, MTE 508CA, ELL 500 and MTE 520CA

- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.

- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

**California Early Completion Option**

- California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4.
- Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.
**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 California. While widely available, not all programs and concentrations are available in all states and modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Check with your local campus.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio. Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientation, 0 total credits**

- MTE 507CA ................................................................. 0 credits

**Introductory Course, 1 total credit**

- COM 516 ................................................................. 1 credit

**Foundations of Education, 2 total credits**

- MTE 501CA ~ ......................................................... 2 credits

**Educational Theories and Models, 6 total credits**

- MTE 508CA ~ ......................................................... 3 credits

- MTE 520CA ................................................................. 3 credits

**Human Development, 2 total credits**

- MTE 506CA ~ ......................................................... 2 credits

**Assessment, 3 total credits**

- MTE 562CA ~ ......................................................... 3 credits

**Secondary Reading, 3 total credits**

- RDG 542CA ......................................................... 3 credits

**Teacher Performance Assessment, 2 total credits**

- TPA 001 ~ ................................................................. 1 credit

**Student Teaching, 8 total credits**

- SEC 523CA ~ ................................................................. 4 credits

- SEC 524CA ~ ................................................................. 4 credits

**Secondary Elective, 2 total credits**

- MTE 541CA ................................................................. 2 credits

**Special Populations, 5 total credits**

- ELL 500 ................................................................. 3 credits

- Instructional Methods for English Language Learners

- SPE 514CA ................................................................. 2 credits

- Survey of Special Populations

**Secondary Methods and Assessment, 3 total credits**

- MTE 543CA ................................................................. 3 credits

- Curriculum Constructs & Assessment: Secondary Visual & Performing Arts

- MTE 544CA ................................................................. 3 credits

- Curriculum Constructs & Assessment: Secondary English/Language Arts

- MTE 545CA ................................................................. 3 credits

- Curriculum Constructs & Assessment: Secondary Social Science

- MTE 546CA ................................................................. 3 credits

- Curriculum Constructs & Assessment: Secondary Math

- MTE 547CA ................................................................. 3 credits

- Curriculum Constructs & Assessment: Global Languages

- MTE 548CA ................................................................. 3 credits

- Curriculum Constructs & Assessment: Physical Education

**Secondary Elective, 2 total credits**

- MTE 549CA ................................................................. 2 credits

**Secondary Settings**

- Language Development for Secondary Settings

**Orientation to Teacher Education**

- Orientation to Teacher Education

**Professional Communications**

- Professional Communications

**Curriculum Constructs & Assessment: Physical Education**

- MTE 541CA ................................................................. 3 credits

**Curriculum Constructs & Assessment: Global Languages**

- MTE 541CA ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Science**

- MTE 542CA ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary English/Language Arts**

- MTE 543CA ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Math**

- MTE 544CA ................................................................. 3 credits

**Curriculum Constructs & Assessment: Secondary Social Science**

- MTE 545CA ................................................................. 3 credits

**Curriculum Constructs & Assessment: Global Languages**

- MTE 546CA ................................................................. 3 credits

**Curriculum Constructs & Assessment: Physical Education**

- MTE 547CA ................................................................. 3 credits

**Student Teaching, Part A**

- Secondary Student Teaching Part A

**Student Teaching, Part B**

- Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

**Teacher Performance Assessment, 2 total credits**

- TPA 001 ~ ................................................................. 1 credit

- Subject Specific Pedagogy

- TPA 002 ~ ................................................................. 1 credit

- Designing Instruction
Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies (for the particular state in which the student is attending) to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside.
- All California residents (Online and Local) must enroll in MAED/TED. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status

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

Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.

Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.

Students enrolled in MAED TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.

- Verification of fingerprint clearance
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - Verification of fingerprint clearance
  - Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:

The candidate provides evidence of having passed the appropriate subject matter examination(s).

The candidate provides evidence of having attempted the appropriate subject matter examination(s).

The candidate provides evidence of registration for the next scheduled examination.

The candidate provides evidence of having completed a Commission approved subject matter preparation program.

The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

- California students must have documentation of 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years.
- TB test results (District specific)

Progression Requirements for the MAED/TED-S

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

- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
- California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.
- Candidates enrolled in MAED TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Minimum Grade Requirements for the MAED/TED-S

A candidate must earn a grade of “B” in order to complete the MAED/TED program. Candidates who do not earn a grade of “B” in any required course(s) will be required to retake the course(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.

- Review and/or retest
- Candidates must earn a “B” in order to complete this program. Candidates who do not earn a “B” in any required course(s) will be required to retake the course(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.
Transfer Requirements for the MAED/TED-S

Transfer of non-California specific coursework
- California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.
- The following non-California (CA) courses can be transferred into the California specific program:
  - MTE 501 (2 credits)
  - MTE 505 (3 credits) or MTE 506 (2 credits)
  - MTE 508 (3 credits) or MTE 509 (2 credits)

Degree Requirements for the MAED/TED-S

- The completion of the required course of study.
- A minimum program grade point average (GPA) of 3.0.
- Students must pass all four Teacher Performance Assessments (TPA).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for these programs will read as follows: Master of Arts in Education Secondary Teacher Education

Institutional Recommendation for the MAED/TED-S

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates in the MAED/TED-E must pass the RICA exam.
- Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
- California students who complete more than nine (9) credits from one of the Online programs will be able to take the remainder of their program at a California campus, but will only be eligible for an Arizona Institutional Recommendation, not a California Institutional Recommendation. Please refer to Transfer Requirements section for additional information.

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 regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally accredited, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MAED/TED programs: COM 516, SEC 523CA, SEC 524CA, MTE 508CA, MTE 520CA, MTE 532CA, MTE 543CA, MTE 544CA, MTE 546CA, MTE 547CA, MTE 548CA, MTE 550CA, MTE 551CA, RDG 530CA, RDG 532CA, SPE 514CA, TPA 001 and TPA 002
- 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.

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Field Experience for the MAED/TED-S

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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.

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.

California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.

Candidates enrolled in MAED/TED-S must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

### Out of state Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

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

### California Teaching Performance Assessment Policy

Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.

Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA2 = 3 attempts
TPA 3 and TPA4 = 2 attempts

Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

### California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST
  - Passing score on appropriate CSET for intern placement
• Completion of a Bachelors degree from a regionally accredited institution
• Letter of Intent to Hire
• Signed Internship Agreement
• Certificate of Clearance
• Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
• US Constitution (units or exam)
• Verification of TB results
• Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
• Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
• Two professional letters of recommendation completed in the past year
• Completion of the following coursework: MTE 506CA, MTE 507CA, MTE 508CA, ELL 500 and MTE 520CA
• If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
• Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

California Early Completion Option

• California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.
• Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4. Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.
The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist. Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

**Admission Requirements**

All applicants are expected to meet the following admission requirements:

- Signed Certificate Application
- Applicants whose native language is not English must have either:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - 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 may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.
Division of Continuing Education and Professional Development

The following professional development courses are approved to be offered at these University of Phoenix campus locations: Southern California. While widely available, not all courses are available in all states and modalities. Check with your local campus.

Professional Development courses consist of general professional education offerings (in areas such as General Business, Project Management, Human Resources, Leadership), as well as industry specific courses in a variety of fields. Please see the Professional Development List below for specific course offerings.

The primary purpose of Continuing Education Units (CEUs) are to provide a permanent record of the educational accomplishments of an individual who has completed significant non-credit educational and career enhancement activities. CEUs are especially important to those who seek to maintain a credential.

Students intending to use Professional Development courses to satisfy continuing education or professional development requirements are responsible for determining whether Professional Development courses taken at University of Phoenix will satisfy such requirements.

Note: Continuing education courses are not intended to transfer to degree programs at the University of Phoenix.

Continuing Education Units

Continuing Education Units are awarded at the ratio of 10 hours of qualified instruction to 1 CEU.

Accounting & Finance

AFCEU 1130 .............................................................................0.5 CEU

Using Financial Analysis for Strategic Business Decisions

Call Center Management

CCCEU 1010.............................................................................0.5 CEU

Establishing Job Performance Goals

CCCEU 1050.............................................................................0.5 CEU

Managing an Incoming Call Center

CCCEU 1060.............................................................................0.5 CEU

Managing Long-Term Client Relationships

Communication

CMCEU 1110 .............................................................................0.5 CEU

Writing for Business

CMCEU 1160 .............................................................................0.5 CEU

Resolving Conflict

Customer Service

CSCEU 1150 .............................................................................0.5 CEU

Enhancing Your Competitive Edge

Diversity

DVCEU 1010 .............................................................................0.5 CEU

Welcoming Diversity

Foundational Business Skills

FBCEU 1120 .............................................................................0.5 CEU

Enhancing Personal Productivity

FBCEU 1140 .............................................................................0.5 CEU

Making Effective Decisions

FBCEU 1150 .............................................................................0.5 CEU

Thinking Creatively

FBCEU 1170 .............................................................................0.5 CEU

Organizing Group Projects

FBCEU 1190 .............................................................................0.5 CEU

Delegation

Human Capital

HCCEU 1110 .............................................................................0.5 CEU

Examining Human Relations and Organizational Behavior

HCCEU 1140 .............................................................................0.5 CEU

Conducting Highly Effective Interviews

HCCEU 1170 .............................................................................0.5 CEU

Applying Strategies for Employee Motivation

SHRCE 2010.............................................................................0.5 CEU

PHR/SPHR Exam Preparation: Strategic Management

SHRCE 2020.............................................................................0.5 CEU

PHR/SPHR Exam Preparation: Workforce Planning & Employment

SHRCE 2030.............................................................................0.5 CEU

PHR/SPHR Exam Preparation: Human Resource Development

SHRCE 2040.............................................................................0.5 CEU

PHR/SPHR Exam Preparation: Total Rewards

SHRCE 2050.............................................................................0.5 CEU

PHR/SPHR Exam Preparation: Employee and Labor Relations

SHRCE 2060.............................................................................0.5 CEU

PHR/SPHR Exam Preparation: Risk Management

Leadership

LDCEU 1110 .............................................................................0.5 CEU

Developing a More Effective Leadership Style

LDCEU 1120 .............................................................................0.5 CEU

Negotiating a Win-Win

LDCEU 1130 .............................................................................0.5 CEU

Developing Business Strategy

LDCEU 1140 .............................................................................0.5 CEU

Recognizing Business Strategies

LDCEU 1150 .............................................................................0.5 CEU

Anticipating, Managing, and Profiting from Change

Marketing

MKCEU 1020 .............................................................................0.5 CEU

Building a Marketing Plan

Praxis Test Preparation

PXTP 1010 ................................................................................0.0 CEU

Praxis I Test Prep-Overview/Math

PXTP 1020 ................................................................................0.0 CEU

Praxis I Test Prep-Reading/Writing

PXTP 2010 ................................................................................0.0 CEU

Praxis II® Mathematics Content Knowledge Exam Test Prep

CPA Test Preparation

CPATP 1010 .................................................................................0.0 CEU

Financial Accounting and Reporting

CPATP 1020 .................................................................................0.0 CEU
Professional Development Units

Auditing and Attestation
CPATP 1030 ................................................................. 0.0 CEU
Regulation
CPATP 1040 ................................................................. 0.0 CEU
Business Environment and Concepts

CBEST Test Preparation
CBSTP 1010 ................................................................. 0.0 CEU
CBEST Test Prep-Mathematics
CBSTP 1020 ................................................................. 0.0 CEU
CBEST Test Preparation Reading/Writing

Operations Management
OMCEU 1030 .............................................................. 0.5 CEU
Managing Supplier Relationships

Procurement
PCCEU 1010 ................................................................. 0.5 CEU
Procurement Basics: Procurement in Corporate Organizations
PCCEU 1020 ................................................................. 0.5 CEU
Procuring for Success: Strategic Procurement

Sales Management
SMCEU 1010 ................................................................. 0.5 CEU
Managing Key Accounts

Texas Test Preparation Courses
TXTP 1010 ................................................................. 0.0 CEU
TExES Generalist 4-8 Exam Prep
TXTP 1020 ................................................................. 0.0 CEU
TExES Math 4-8 Exam Prep
TXTP 1040 ................................................................. 0.0 CEU
TExES Science 4-8 Exam Prep

Professional Development Units

Professional Development Units are awarded at the ratio of 1 hour of qualified instruction to 1 PDU.

Project Management
PMCE 1010 ................................................................. 5 PDU
Managing Projects I
PMCE 1015 ................................................................. 5 PDU
Managing Projects II
PMCE 1020 ................................................................. 5 PDU
Scheduling and Budgeting Projects
PMCE 1030 ................................................................. 5 PDU
Managing Project Risk

PMP Test Preparation
PMCE 1010 ................................................................. 5 PDU
PMP Test Preparation: Initiating Processes
PMCE 1020 ................................................................. 5 PDU
PMP Test Preparation: Planning Processes
PMCE 1030 ................................................................. 5 PDU
PMP Test Preparation: Executing Processes
PMCE 1040 ................................................................. 5 PDU
PMP Test Preparation: Monitoring and Controlling Processes
PMCE 1050 ................................................................. 5 PDU
PMP Test Preparation: Closing Processes
PMCE 1060 ................................................................. 5 PDU
PMP Test Preparation: Professional and Social Responsibilities

Contact Hours

Contact Hours are awarded at the ratio of 60 minutes of qualified instruction to 1 Contact Hour

Nurse Education
NECE 4010 ................................................................. 5 CH
Curriculum Design in Nursing Education
NECE 4020 ................................................................. 5 CH
Teaching Strategies for Nurse Educators
NECE 4030 ................................................................. 5 CH
Multiple Intelligences in Nurse Education
NECE 4040 ................................................................. 5 CH
Managing Learning Needs of Diverse Populations in Nursing

Nursing Management
NMCE 1010 ................................................................. 5 CH
Managing Nurse Turnover
NMCE 1020 ................................................................. 5 CH
Business and Nursing Case Management
NMCE 1030 ................................................................. 5 CH
Legally Defensible Discipline for Nurse Managers
NMCE 1040 ................................................................. 5 CH
Delegating for Nurse Managers
NMCE 1050 ................................................................. 5 CH
Culturally Appropriate Patient Care
NMCE 1060 ................................................................. 5 CH
Successful Meetings - Strategies for Nurses
NMCE 1070 ................................................................. 5 CH
Nursing Leadership Styles

Alternative Medicine for Nurses
NACE 2010 ................................................................. 5 CH
Introduction to Complementary and Alternative Medicine
NACE 2020 ................................................................. 5 CH
Cultural-Spiritual Competencies in Health Care
NACE 2030 ................................................................. 5 CH
Healing Therapies
NACE 2040 ................................................................. 5 CH
Traditional Chinese Medicine
NACE 2050 ................................................................. 5 CH
Homeopathic Medicine

Nurse Practitioner
NPCE 3000 ................................................................. 5 CH
Pain Management
NPCE 3020 ................................................................. 5 CH
Over the Counter (OTC) Medications
NPCE 3030 ................................................................. 5 CH
Mental Illness Across the Lifespan
NPCE 3040 ................................................................. 5 CH
Health Care Delivery to the Child and Parent Unit

Eligibility Requirements
The CEU eligibility process must be completed before enrollment in any courses.
Eligibility into Professional Development requires:
• Applicants must be at least 16 years of age at the time of application.
• High school graduation, G.E.D. certificate, or CHSPE (California High School Proficiency Examination) certificate.
• A signed Enrollment/Disclosure Agreement.
• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for eligibility.
• 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.
  or
  • Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  or
  • Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  or
  • Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

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 California. 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.

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

Required Course of Study for the PM
CPMGT 300 ~ ............................................................................. 3 credits
Project Management

CPMGT 301 ................................................................. 3 credits
Strategic Portfolio and Project Management

CPMGT 302 ................................................................. 3 credits
Procurement and Risk Management

CPMGT 303 ................................................................. 3 credits
Project Estimating and Control Techniques

CPMGT 304 ................................................................. 3 credits
Leading Projects in Organizations

CPMGT 305 ................................................................. 3 credits
Project Management Capstone

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, G.E.D. certificate, or CHSPE (California High School Proficiency Examination) certificate. Applicants attending a campus located in one of the following states or province must submit a copy of their high school diploma, high school transcript with graduation posting, G.E.D certificate, or CHSPE examination results.
  • South Carolina
  • Nevada
• 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 the Required Course of Study
• A minimum program grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their certificate program.

Residency Requirements for the PM
The University requires that the majority of coursework in the certificate track be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 15 credits be completed at the University.

• Students in this program may waive from a maximum of three (3) credits from their required course coursework on the basis of regionally or approved nationally accredited transferable coursework (national testing program, prior learning credit, and military credit may not be used to waive coursework).

• In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course, which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the required course of study may not be waived: CPMGT 305

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

The Certificate Program in Human Resource Management provides education in areas which the human resource professional faces daily; from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization’s human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge.

Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

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

Required Course of Study for the HRM

HRM 300........................................................................................................3 credits
Fundamentals of Human Resource Management
HRM 434........................................................................................................3 credits
Employment Law
HRM 324 ~ .................................................................................................3 credits
Total Compensation
HRM 420 ~ .................................................................................................3 credits
Human Resource Risk Management
HRM 326 ~ .................................................................................................3 credits
Employee Development
HRM 498 ~ .................................................................................................3 credits
Strategic Human Resource Management and Emerging Issues

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

Additional Admission Requirements for the HRM
A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants 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 by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

Applicants attending a campus located in one of the following states or provinces must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation.
• South Carolina
• Nevada

• Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the HRM
Credit Bearing Certificate completion requirements are the following:
• Completion of the Required Course of Study
• All students must meet residency requirements as set by the Dean for each Certificate program.
• A minimum program grade point average (GPA) of 2.0.

Residency Requirements for the HRM
Students must meet established University residency requirements for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to waive a course in an undergraduate certificate program, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 498

**Graduate Certificate in Human Resources Management**

The following certificate program is approved to be offered at these University of Phoenix campus locations: Southern California. 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 Graduate Certificate Program in Human Resources Management was created in response to the important role of human resources (HR) management in any organization. This certificate program has been designed for experience human resources professionals who seek to expand competencies within this field. This certificate program trains the student to become a full-service generalist who can provide leading-edge solutions in all facets of HR functionality, from benefits design and administration to employee and labor relations, training, and educational development of employees, and leadership in change management for the entire business organization.

Topics include: human resources management, legal issues in the workplace, employee motivation and compensation, strategy formulation and implementation, and human resources capstone.

Students who complete the Graduate Human Resource Management Certificate Program will acquire the skills and knowledge used by directors of human resources, employee relations managers, EEO officers, and compensation and benefits managers.

Today’s human resources managers consult top executives regarding strategic planning. They have moved from behind-the-scenes staff work to leading organizations in suggesting and changing human resources policies. Senior management is recognizing the importance of the human resources department to their bottom line.

For example, the director of human resources may oversee several departments, each headed by an experienced manager, who most likely specializes in one personnel activity such as employment, compensation, benefits, training and development, or employee relations. The manager of each of these activities also requires specialized human resources management education. The EEO officers investigate and resolve EEO grievances, examine corporate practices of possible violations, and compile and submit EEO statitical reports. Employee relations managers respond to employee complaints and grievances by conducting investigations and working with both employees and management to resolve these situations.

Compensation and benefits managers establish and maintain a firm’s pay and benefits system. Assisted by staff specialists, compensation and benefits managers devise ways to ensure fair and equitable pay and benefits. They may conduct surveys to see how their firm compares with others and to see that the firm’s pay scale and benefits comply with changing laws and regulations. In addition, compensation and benefits managers often oversee their firm’s performance evaluation system, and they may design reward systems such as pay-for-performance plans.

Students who successfully complete these courses will be awarded graduate-level credit for each course and a professional certificate upon completion of all courses in the certificate program.

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

**Required Course of Study for the G-HRM**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>COM 515</td>
<td>Managerial Communication</td>
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<tr>
<td>HRM 555</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>LAW 530</td>
<td>Legal Issues in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HRM 556</td>
<td>Employee Motivation and Compensation</td>
<td>3</td>
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<td>MGT 578</td>
<td>Strategy Formulation and Implementation</td>
<td>3</td>
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<tr>
<td>HRM 590</td>
<td>The Human Resources Capstone Course</td>
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<tr>
<td>HRM 596</td>
<td>Human Resources Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Additional Admission Requirements for the G-HRM**

All applicants to this certificate program are expected to meet the following additional 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. 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 must have access to a suitable work environment for the completion of course assignments.

**Certificate Completion Requirements for the G-HRM**

Credit Bearing Certificate completion requirements are the following:
• 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 9 upper division credits of the total 16 credits in the required course of study.
• A minimum program grade point average (GPA) of 3.0.

Course Waivers for the G-HRM
Students may waive a maximum of seven (7) credits (not to exceed three (3) University courses) from their required course of study on the basis of prior graduate-level college coursework. MAOM and MM students and graduates must meet residency for this program. 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.
- Managerial Communication, COM 515 and The Human Resources Capstone Course, HRM 590, will not be waived from the certificate program.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Post Master’s Certificate/Family Nurse Practitioner

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

The Family Nurse Practitioner Post Master’s Certificate is designed to enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today’s challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure. The Family Nurse Practitioner Post Master’s certificate curriculum consists of 41 credits.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of “B” for successful completion are identified by a ★ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

Introduction, 1 Total Credit
HCS 504 Introduction to Graduate Study in Health Sciences/Nursing

Pharmacology, 3 Total Credits
HCS 507 ★ Advanced Pharmacotherapeutics

Pathophysiology, 4 Total Credits
HCS 510 ★ Advanced Pathophysiology

Role, 3 Total Credits
NRP 505 ★ Role of the Advanced Practice Nurse

Advanced Assessment, 4 Total Credits
NRP 516 ★ Advanced Health Assessment

Clinical and Practicum, 6 Total Credits
NRP 552 ★ Clinical Procedures

Leadership, 3 Total Credits
NUR 550 ★ Issues in Advanced Practice

Pediatrics, 5 Total Credits
NRP 540 ★ Management of Pediatric and Adolescent Populations

Adult and Geriatric Clients, 8 Total Credits
NRP 545A ★ Adult and Geriatric Management

Women’s Health, 4 Total Credits
NRP 560 ★ Management of Women’s Health Issues

Additional Admission Requirements for the FNP

All applicants are expected to meet the following admissions requirements:

- A minimum program grade point average (GPA) of 3.0.
- 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.
- Managerial Communication, COM 515 and The Human Resources Capstone Course, HRM 590, will not be waived from the certificate program.
• A graduate degree in nursing (MSN or MN) from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution become accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
• Current employment is not a requirement for admission.
• FNP Program Manager’s signature on the applicant’s completed required essay, after review of essay, transcripts, and resume.
• Equivalent grade of “B-” or better in undergraduate or graduate core science courses, such as biology, pathophysiology, chemistry, biochemistry, and anatomy and physiology.
• A minimum of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. At least one-year experience (from the two years clinical based RN experience) in the past five years, in the following nursing areas: medical-surgical, Intensive Care Units (ICU), step-down units, flight nurse, or Emergency Room (ER). The remaining year can be fulfilled with health care experience.
• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.
• A signed Professional Non-Academic Requirement form.
• A signed Criminal Background Check Disclosure form.

Academic Progression Requirements for the FNP
• Students in the FNP certificate program are required to earn a minimum grade of “B” in all nurse practitioner courses.
• Prior to beginning the clinical courses, a student must have successfully completed the following courses: NRP 505, HCS 507, NRP 514, and HCS 510
• Courses with a clinical component are sequenced to provide the student with foundational information and skills expanding to management of complex health issues. The student will work with a preceptor during the clinical experiences. The clinical courses are the following: NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560
• Following completion of the clinical courses NRP 540, NRP 545A, NRP 545B, NRP 552 and NRP 560, students may progress to NRP 566 Preceptorship.

• All student must have the following documentation current and in effect by the end of HCS 510 Advanced Pathophysiology and throughout the remainder of the Required Course of Study:
  • Documentation of current medical information including a Hepatitis B immunization or titer (or signed University of Phoenix declination form), negative TB skin test or UOPX TB symptom survey questionnaire, and immunization against measles and Rubella (MMR/MR) and Tetanus/Diphtheria (TD).
  • Current Basic Cardiac Life Support certification (BCLS).
  • Completed and verified negative criminal background check.
  • Practice lab participation release form.

Minimum Grade Requirements for the FNP
• Students in the FNP certificate program are required to earn a minimum grade of “B” in all nurse practitioner courses. A student receiving a grade that does not meet this academic standard will be scholastically disqualified and will not be allowed to continue in the program until the course has been successfully repeated. These courses include: HCS 507, HCS 510, NRP 505, NRP 514, NRP 540, NRP 545A, NRP 545B, NRP 552, NRP 560, NRP 566, NUR 550
• A student may only repeat one nurse practitioner course one time. If a grade of “B” (3.0) or better is not attained when the nurse practitioner course is repeated, the student will be permanently withdrawn, scholastically suspended, from the program.
• A student who has been scholastically disqualified from the program because of failure to meet the grade requirements in a nurse practitioner course may reenter the program only with the approval of the Campus College Chair and Nurse Practitioner Program Coordinator.
• Upon reentry into the program, students must first successfully complete any requirements determined by the Campus College Chair and Nurse Practitioner Program Coordinator before repeating the course in which the “B-” or below was received. The student may then proceed sequentially through the program.

Certificate Requirements for the FNP
• A minimum of 41 graduate credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
• The certificate awarded for this program will read as follows: Family Nurse Practitioner

Residency Requirements and Course Waivers for the FNP
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 26 credits in the Required Course of Study, must be completed at University of Phoenix.
Students in this program may waive a maximum of 15 credits from the Required Course of Study based upon review of previous nurse practitioner coursework or equivalent by the Dean of Nursing via the Student Appeals Center (SAC).
In order to be granted a waiver with credit for a course in the
Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: HCS 504, NRP 566

**Graduate Nursing/Health Care Education Certificate**

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

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing certificate program is for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or Flexnet delivery, as well as through the online campus.

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

**Required Course of Study for the NHCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSN 548</td>
<td>3 credits</td>
</tr>
<tr>
<td>Role of the Health Care/Nursing Educator</td>
<td></td>
</tr>
<tr>
<td>HSN 540</td>
<td>3 credits</td>
</tr>
<tr>
<td>Using Effective Teaching Strategies</td>
<td></td>
</tr>
<tr>
<td>HSN 544</td>
<td>3 credits</td>
</tr>
<tr>
<td>Design and Process of Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>HSN 552</td>
<td>3 credits</td>
</tr>
<tr>
<td>Assessment and Evaluation of Learning</td>
<td></td>
</tr>
</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:

- Current employment in a nursing/health care role, and/or access to an appropriate healthcare organization environment.
- A minimum of one year full-time post-high school health care work experience.

- Completion of an undergraduate degree with a minimum GPA of 2.5 or better, verified by providing an official transcript.

**Certificate Completion Requirements for the NHCE**

Credit Bearing Certificate completion requirements are the following:

- Completion of the Required Course of Study.
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum program grade point average (GPA) of 3.0.
- Upon successful completion of HSN 548, HSN 540, HSN 544, and HSN 552, the student can submit a certificate application for NHCE, as well as use these courses towards their MSN/ED 005 program requirements. University residency applies with both programs, but students will be considered to have met program residency.

**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, 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.

**Course Waivers for the NHCE**

- MSN/ED students may dual enroll in this program and submit a certificate application upon successful completion of HSN 548, HSN 540, HSN 544, and HSN 552. The courses may apply to both, the NHCE and MSN/ED required course of study. University residency applies to both programs, but students will be considered to have met program residency.
- Students in the Nursing Health Care Education Certificate Program may waive a maximum of six (6) credits from their program.

In order to waive a course in a Professional Certificate Program, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years 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.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

California Teachers of English Learners Certificate

The following certificate program is approved to be offered at these University of Phoenix campus locations: Southern California. 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 certificate program is aligned directly to the Candidate Competency Standards and the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL). The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD).

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

Required Course of Study for the CERT/CTEL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 502</td>
<td>0</td>
</tr>
<tr>
<td>Orientation to the California Teachers of English Learners (CTEL)</td>
<td>3</td>
</tr>
<tr>
<td>ELD 504</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of English Learners</td>
<td>3</td>
</tr>
<tr>
<td>ELD 506</td>
<td>3</td>
</tr>
<tr>
<td>Understanding Language Acquisition &amp; Cognition</td>
<td>3</td>
</tr>
<tr>
<td>ELD 535</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading &amp; Writing to English Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Orientation to the California Teachers of English Learners (CERT/CTEL) includes:

- A minimum equivalent of three (3) years post-high school work experience.
- A minimum program grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/CTEL

- The completion of a University required course of study.
- A minimum program grade point average (GPA) of 3.0.
- Completion of the e-portfolio.

Course Waivers for the CERT/CTEL

Students may waive only three (3) credits from the program. Courses may only be waived with California Commission-approved CERT/CTEL course work.

Institutional Recommendation for the CERT/CTEL

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their program. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Additional Admission requirements for the CERT/CTEL

- The Commission can only accept course work and degrees completed at regionally accredited institutions or an equivalent undergraduate degree earned at a recognized foreign institution. Degrees and course work must have been completed while the institution was regionally accredited in order for the Commission to consider them for credentialing purposes.
- Candidates entering this program must possess a valid California teaching credential, services credential, children’s center instructional permit, or children’s center supervision permit which authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:
  - Emergency credentials or permit;
  - Exchange credentials as specified in Education Code Section 44333;
Visual Communication Certificate Program

The following certificate program is approved to be offered at these University of Phoenix campus locations: Southern California. 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. Students enrolling in will 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.

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

Required Course of Study for the VC

- CIS 319 ~ ................................................................. 3 credits
- VCT 300 ~ ................................................................. 3 credits
- VCT 310 ~ ................................................................. 3 credits
- VCT 320 ~ ................................................................. 3 credits
- VCT 330 ~ ................................................................. 3 credits
- VCT 410 ~ ................................................................. 3 credits
- VCT 420 ~ ................................................................. 3 credits
- VCT 430 ~ ................................................................. 3 credits
- VCT 440 ~ ................................................................. 3 credits

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, G.E.D. certificate, or CHSPE (California High School Proficiency Examination) certificate. Applicants attending a campus located in one of the following states or province must submit a copy of their high school diploma, high school transcript with graduation posting, G.E.D certificate, G.E.D. transcript with successful completion posting, or CHSPE examination results, or a letter on letterhead from the High School records office confirming the date of graduation.
  - South Carolina
  - Nevada
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for VC

Certificate completion requirements for the CERT/VC program are as follows:

- Completion of the Required Course of Study
- A minimum program grade point average (GPA) of 2.0.

Residency Requirements for the VC

The University requires that the majority of coursework in the certificate track be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 15 credits be completed at the University.

Course Waivers for the VC

Students in this program may waive a maximum of three (3) credits from their program. Additionally, students may also waive GEN 300 if they meet one of the following eligible waiver provisions:

- Students who complete GEN 101 or equivalent
- Students who have completed a minimum of 12 UOPX credits.

In order to waive a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better. Information technology courses must have been completed in the past three 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.

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.
**Certificate Awards**

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

**Accreditation and Affiliations**

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
- Call Center Industry Advisory Council (CIAC)
## TUITION AND FEES

### UNDERGRADUATE (Southern California)

<table>
<thead>
<tr>
<th>Type of fee</th>
<th>Amount*</th>
<th>When due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Per Credit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad (Level 1)</td>
<td>$475.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Undergrad (Level 2)</td>
<td>$485.00</td>
<td></td>
</tr>
<tr>
<td>Undergrad (Level 3-4)</td>
<td>$510.00</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>$485.00</td>
<td></td>
</tr>
<tr>
<td><strong>Directed Study Administrative Charge</strong></td>
<td>$75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td><strong>(non-refundable)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Book and Materials Charges</strong></td>
<td>Varies by course</td>
<td>When books and materials are sold.</td>
</tr>
<tr>
<td><strong>Electronic Course Materials Charge (if applicable)</strong></td>
<td>$90.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td><strong>DANTES Examination</strong></td>
<td>$80.00</td>
<td>When each test is scheduled. Two payments required: $70 for DANTES and $10 for UOPX admin fee.</td>
</tr>
<tr>
<td><strong>NLN Mobility Profile II Test (3)</strong></td>
<td>$35.00/each</td>
<td>When test is scheduled.</td>
</tr>
<tr>
<td><strong>NLN Chemistry Test</strong></td>
<td>$35.00</td>
<td></td>
</tr>
<tr>
<td><strong>NLN Anatomy and Physiology Test</strong></td>
<td>$35.00</td>
<td></td>
</tr>
<tr>
<td><strong>CLEP Examination</strong></td>
<td>Contact your campus representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td><strong>Prior Learning Assessment Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td>**If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. If the documentation is not received within this time frame, the student will be charged another submission fee of $150.00 if the material is presented at a later date.</td>
</tr>
<tr>
<td>Per Assessed Credit Fee</td>
<td>$75.00</td>
<td>**All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Tuition Payment Late Fee</td>
<td>$30.00</td>
<td>Upon notification.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change.
<table>
<thead>
<tr>
<th>Type of fee</th>
<th>Amount*</th>
<th>When due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd day delivery</td>
<td>$ 45.00</td>
<td>Paid upon request.</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$ 30.00</td>
<td>Paid upon request.</td>
</tr>
<tr>
<td>Duplicate Certificate</td>
<td>$ 15.00</td>
<td>Paid upon request.</td>
</tr>
<tr>
<td>Transcript Rush</td>
<td>$ 30.00</td>
<td>Paid upon request.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change.
## GRADUATE (Southern California)

<table>
<thead>
<tr>
<th>Type of fee</th>
<th>Amount*</th>
<th>When due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$ 45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td><strong>Tuition Per Credit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Technology</td>
<td>$ 685.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Nursing</td>
<td>$ 630.00</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>$ 655.00</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>$ 550.00</td>
<td></td>
</tr>
<tr>
<td><strong>Directed Study Administrative Charge</strong></td>
<td>$ 75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td>(non-refundable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Book and Materials Charges</strong></td>
<td>Varies by course</td>
<td>When books and materials are sold.</td>
</tr>
<tr>
<td><strong>Electronic Course Materials Charge (if applicable)</strong></td>
<td>$ 110.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td><strong>Check Return Fee</strong></td>
<td>Contact Your Campus Representative</td>
<td>Upon NSF notification from the bank.</td>
</tr>
<tr>
<td>Tuition Payment Late Fee</td>
<td>$ 30.00</td>
<td>At the time of payment non-compliance with financial option. (per course).</td>
</tr>
</tbody>
</table>

*NOTE: All fees are subject to change.
CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who attend a private postsecondary institution in the event of such things as the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

By law, all educational institutions authorized to operate in the State of California must participate in the STRF and charge the appropriate assessment rate to CA students. The STRF assessment rate is $2.50 per $1,000 of total charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $2.50.

Per California regulations:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student, who is a California resident and prepays all or part of your tuition either by case, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident.
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were students attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school’s failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school’s failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was decline in the quality of the course of instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau.
5. An inability to collect on a judgment against the institution for a violation of the Act.
Courses are listed alpha numerically based on the academic discipline prefix.

Courses numbered 100-299 are considered lower division; courses numbered 300-499 are considered upper division. Credits for upper division courses may be applied toward lower division requirements.

Each course description is followed by the number of credits the course carries and the general education area it may satisfy.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 210 ................................................................. 3 credits

**Accounting Information Systems**

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

ACC 280 ~ ................................................................. 3 credits

**Principles of Accounting**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making, with special emphasis on the planning and controlling responsibilities of practicing managers.

ACC 290 ~ ................................................................. 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 ~ ................................................................. 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ACC 300 ~ ................................................................. 3 credits

**Principles of Accounting**

This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

ACC 305 ................................................................. 3 credits

**Financial Accounting Transaction Analysis**

This course covers the reporting of transactions for plant assets, liabilities, accounting for corporations, investments, statements of cash flows, time value of money, payroll accounting, and other significant liabilities.

ACC 340 ~ ................................................................. 3 credits

**Accounting Information Systems I**

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

ACC 349 ~ ................................................................. 3 credits

**Cost Accounting**

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 362 ~ ................................................................. 3 credits

**Financial Accounting 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 363 ~ ................................................................. 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 421 ~ ................................................................. 3 credits

**Intermediate Financial Accounting I**

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ~ ................................................................. 3 credits

**Intermediate Financial Accounting II**

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder's equity, and earnings per
share. The course finishes with a look at investments and revenue recognition. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ~ .................................................................3 credits

**Intermediate Financial Accounting III**

This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intertwoven 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

**Advanced Financial Accounting**

This course covers business combinations and diversified companies, consolidations of financial statements, home office and branch accounting, segments, foreign currency transactions.

ACC 455 .................................................................3 credits

**Corporate Taxation**

This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 456 .................................................................3 credits

**Individual/Estate Taxation**

This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460 .................................................................3 credits

**Government and Non-Profit Accounting**

This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

ACC 462 .................................................................3 credits

**Financial Accounting I**

This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to psychological processes of sensation, drive, emotion, learning, and memory.

ACC 463 .................................................................3 credits

**Financial Accounting II**

This course is an 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 483 .................................................................3 credits

**Income Tax – Accounting**

This course is a basic introduction to federal taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 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.

ARTS 100 .................................................................3 credits

**Introduction to the Visual Performing Arts**

This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.

ARTS 125 .................................................................3 credits

**Pop Culture and the Arts**

This course explores the interactions between the arts, advertising, media, and lifestyle and cultural trends in contemporary American society. Familiarity will be gained with the various art forms and their relationship to mass media, personal and professional life, and in particular to how they contribute to the current conception of fine art and popular culture. Students will examine current trends and cultural changes, assessing both the role the arts have played in creating them and the influence these 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.

BIS 275. Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

BIS 219. 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.

BIS 405. Communications Law and Ethics
This course focuses on the legal and ethical environment of communications in business. Emphases will be placed on free speech, legal actions, intellectual property, business practices, ethics, and future trends in business communications.

BIS 318. 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.

BIS 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.

BIS 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.

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. General Biology
This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

BIO 280. Conservation Biology
This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

BIO 315. 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.

BIO 405. Human Biology
This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.

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 professionals. 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.

BIS 320. Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, using of relevant emerging technologies, and using information across different industries.

BIS 318. Technology in Retail Management
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 301 ................................................................. 3 credits

**Foundations of Public Administration**

This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 302 ................................................................. 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 303 ................................................................. 3 credits

**Public Programs: Implementation and Evaluation in a Dynamic Environment**

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 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 deepen the student’s understanding of the challenges and complexities facing and public leader. Students 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 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 ................................................................. 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.

BRM 456 ................................................................. 3 credits

**Retail Personnel Management**

This course focuses on the personnel management aspects of retail
management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

BSA 310 ~ ..................................................................................... 3 credits

Business Systems

This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal, and operations. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 375 ~ ..................................................................................... 3 credits

Fundamentals of Business Systems Development

This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

BSA 376 ~ ..................................................................................... 3 credits

Systems Analysis and Design

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 380 ~ ..................................................................................... 3 credits

Introduction to Software Engineering

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Software Engineering and Systems Development Life Cycle are fundamental to the course.

BSA 385 ~ ..................................................................................... 3 credits

Intro to Software Engineering

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Software Engineering and Systems Development Life Cycle are fundamental to the course.

BSA 400 ~ ..................................................................................... 3 credits

Business Systems Development II

This course continues the subject in BSA 375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed upon when and how to most effectively use available methodologies and tools for systems development.

BSA 411 ~ ..................................................................................... 3 credits

Systems Analysis Methodologies

This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 ~ ..................................................................................... 3 credits

Systems Analysis Tools

This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

BSHS 301 ~ ..................................................................................... 3 credits

Introduction to Human Services

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers in the format of the Publication Manual for the American Psychological Association. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 302 ~ ..................................................................................... 3 credits

Models of Effective Helping

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

BSHS 311 ~ ..................................................................................... 3 credits

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 312 ~ ..................................................................................... 3 credits

Communication Skills for the Human Service Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal
communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

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

This course explores the theory and practice of professional communication skills, including active listening, interviewing, verbal and nonverbal communications, exploration and goal setting skills, and various techniques for helping people change. Students will develop an understanding of the relationship dynamics between clinicians, clients, and human service staff through application of communication techniques and strategies.

BSHS 331 ~ ................................................................. 3 credits Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 341 ~ ................................................................. 3 credits Field Experience/Part I

This course will provide relevant information and support to assist students in their first field work placement experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field work experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on participant involvement, communication, community and service networking, and education, training, and self development.

BSHS 342 ~ ................................................................. 3 credits Human Lifespan Development

This course presents students with empirical research findings and theoretical frameworks to foster an understanding of the various stages and dimensions of human development across the lifespan. Emphasis is placed on biological, cognitive, emotional, and social development in a timeframe extending from prenatal development through the older years and on toward eventual end of life and bereavement processes.

BSHS 351 ~ ................................................................. 3 credits Technology in Human Services

This course is a survey of the use of communications technology in human services. It will examine how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the Internet and a valid e-mail address to take this course.

BSHS 352 ~ ................................................................. 3 credits Technology in Human Services

This course is a survey of the use of communications technology in human services. It examines how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the internet and have a valid e-mail address to take this course.

BSHS 361 ~ ................................................................. 3 credits Child Development

In this course students learn about human growth and development from conception through adolescence. Physical, cognitive, and psychosocial developmental domains are studied. Within these domains, language development, moral development, and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human service workers and children, adolescents, and their caregivers.

BSHS 371 ~ ................................................................. 3 credits Research and Statistics for the Social Sciences

This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become “informed consumers” of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced. Students will practice developing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 381 ~ ................................................................. 3 credits Adult and Family Development

In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today’s society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.
sional development for human service workers in the helping pro-
cess. 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 manage-
ment. 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

Field Experience/Part II

This course will offer students the opportunity to demonstrate pro-
gression 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 411 ~ ................................................................. 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

Students will be introduced to the addictions process involved in
alcohol, chemical, and other dependency areas. The role of addiction
within society, the criminal justice system, and treatment areas will
be explored.

BSHS 441 ~ ................................................................. 3 credits

Advocacy and Mediation

This course is designed to explore the potential use and benefits of
alternative dispute resolution in human services as a part of the
advocacy process. Students will explore the role of the advocate,
learn about various dispute resolution models, and identify and
practice mediation skills. Attention to overcoming barriers to effec-
tive 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 overcom-
ing barriers of effective service delivery will be examined. Students
will experience the roles of mediator, advocate, and agency representa-
tive. Workshops will include role-plays in dyads and small groups.

BSHS 451 ~ ................................................................. 3 credits

Program Design and Proposal Writing

This course covers finding federal, state, and private funding for
human services programs and agencies and writing proposals to
secure funding. Students will practice designing and evaluating pro-
gress. 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 pro-
gress. 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 implica-
tions, the skills necessary to effectively work in organizational com-
munities, 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 implica-
tions of considering organizations as communities, the skills neces-
sary 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
evaluated. Students will explore the skills, techniques, and uses of cri-
sis 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 psychos-
therapy), group dynamics, group norms and boundaries, leadership
styles, and leading and co-leading. Ethics, standards for best prac-
tice, principles for diversity-compotent group workers, confidentiality,
and selection procedures are included as key components for effec-
tive group work practice.
Foundations of Business
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

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 procedural compliance of 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.
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 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
Management Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
CIS 207 ~ ................................................................. 3 credits

PC Applications Support
This course is an introduction to the support fundamentals of desktop software including word processor, spreadsheet, presentation, database, and personal information management (email, calendar, contact management and web browsing) applications.
CIS 206 ~ ................................................................. 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 280 ~ ................................................................. 3 credits

Computer Hardware Fundamentals
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.
CIS 282 ~ ................................................................. 3 credits

Computer Software Fundamentals
This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security.
CIS 284 ~ ................................................................. 3 credits

Enterprise Computer Support
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.
CIS 286 ~ ................................................................. 3 credits

Computer Maintenance and Troubleshooting
This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.
CIS 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 ~ ................................................................................. 3 credits

Introduction to Criminal Justice
This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.
CJA 214 ~ ................................................................................. 3 credits

Introduction to Policy Theory and Practices
This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJA 224 ~ ................................................................................. 3 credits

Introduction to Criminal Court Systems
This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course
Covers the history of the court system and the different types of court at the state and federal levels.

**CJA 234 ~ 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 rehabilitation of prisoners.

**CJA 300 ~ Foundations of Criminal Justice**

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

**CJA 302 ~ Contemporary Issues in Criminal Justice**

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the way crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

**CJA 303 ~ 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 304 ~ Contemporary Issues in Criminal Justice**

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

**CJA 305 ~ Criminal Law**

Criminal law 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 306 ~ Introduction to Criminal Justice**

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

**CJA 307 ~ Ethics in Criminal Justice**

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the way crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

**CJA 308 ~ Policing Theory and Practice**

This course is designed to provide students the opportunity to gain a better understanding of policing in the United States. It offers the foundations of policing, from police roles to the issues that police officers are facing today.

**CJA 309 ~ 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.
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 ethnic identity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 350 ~ ................................................................. 3 credits

**Criminal Procedure**

This course explores basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 353 ~ ................................................................. 3 credits

**Criminal Procedure**

This course explores basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 354 ~ ................................................................. 3 credits

**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

**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 364 ~ ................................................................. 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 364 ~ ................................................................. 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 374 ~ ................................................................. 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, effec-
tive communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 454 ~ .................................................................................................................. 3 credits

Criminal Justice Management Theory and Practice

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 464 ~ .................................................................................................................. 3 credits

Criminal Justice Policy Analysis

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anticrime policies. The analysis of contemporary crime control policies is included.

CJA 370 ~ .................................................................................................................. 3 credits

Introduction to Policing

This course is designed to provide students the opportunity to gain a better understanding of policing in the United States. As an introductory course, it offers the foundations of policing, from police roles to the issues that police officers are facing today.

CJA 473 ~ .................................................................................................................. 3 credits

Criminal Court Systems

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and non-professional courtroom participants, and stages in the process are discussed.

CJA 474 ~ .................................................................................................................. 3 credits

Managing Criminal Justice Personnel

This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 380 ~ .................................................................................................................. 3 credits

Criminal Court Systems

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and 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 484 ~ .................................................................................................................. 3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

CJA 390 ~ .................................................................................................................. 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 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 Offi-
tive communication, change management, and performance sys-
organizational structure and systems, leadership, motivation, effec-
tive communication, change management, and performance sys-
tems. A comprehensive review of these processes, as well as others,
will allow students to examine their role in criminal justice systems
in our rapidly changing society.

CJA 450 ~ .............................................................. 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 Administration
This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 460 ~ .............................................................. 3 credits

Criminal Justice Policy Analysis
This course examines the history of federal-and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policy is included.

CJA 463 ~ .............................................................. 3 credits

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 470 ~ .............................................................. 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 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 490  
**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 illustrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 492  
**Survey of Correctional Processes and Penal Systems**  
This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.

CMGT 244  
**Intro to IT Security**  
CMGT/244 introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CMGT 245  
**IS Security Concepts**  
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CMGT 410  
**Project Planning and Implementation**  
This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within a technical environment. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, scheduling, budgeting, tracking and controlling.

CMGT 430  
**Enterprise Security**  
This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.

CMGT 432  
**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 as the concepts for protecting the hardware and software assets of the enterprise.
Enterprise.

CMGT 445 ~ ................................................................. 3 credits

**Application Implementation**

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COM 100 ~ ................................................................. 3 credits

**Introduction to Communication**

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

COM 170 ~ ................................................................. 3 credits

**Elements of University Composition and Communication I**

This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on pre-writing strategies and builds to drafting and revising essays. In addition, the course includes skill development at the sentence and paragraph level.

COM 172 ~ ................................................................. 3 credits

**Elements of University Composition and Communication II**

This course builds upon the foundations established in Com155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and appropriate formatting, are considered.

COM 200 ~ ................................................................. 3 credits

**Foundations of Interpersonal Communication**

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

COM 215 ................................................................. 3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretative and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

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 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 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

**Communication: Theories and Practice**

This course explores the various theories of communication that create the foundation for study of communication in the bachelor of arts degree program at the University of Phoenix. Major communication areas examined in this course include interpersonal, small 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

**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 ~ Mass Communication 3 credits
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 ~ Organizational Communication 3 credits
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 ~ Public Relations and Message Management 3 credits
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 ~ Intercultural Communication 3 credits
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 ~ Sales Communications 3 credits
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 ~ Media and Society 3 credits
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 410 ~ Contemporary Communication in a Diverse Society 3 credits
The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

COM 420 ~ Management, Leadership, and Communication 3 credits
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 430 ~ Public Relations and Public Affairs 3 credits
This course focuses on the role of public relations as a marketing communications tool. This course explores the communication processes in the public arena, commercial, non-profit, and public interest-based. Professional and ethical foundations will be explored as well as the tools and techniques of these professional practices.

COM 440 ~ Communication Law 3 credits
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 ~ Ethics and Communication 3 credits
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 460 ~ Communication for Training and Development 3 credits
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 ~ Mediation and Conflict Resolution 3 credits
This course focuses on the role of 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 ~ Communication Capstone Course 3 credits
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 101 ~ ................................................................. 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 102 ~ ................................................................. 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 103 ~ ................................................................. 3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

COM 104 ~ ................................................................. 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.

COM 298 ................................................................. 3 credits

**Written Communication for AACR**

This course assists students in analyzing their experiences and com-
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 communications 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 impacts upon customer satisfaction of new communications technologies are explored.

COMM 470 ~ ................................................................. 3 credits
Communication in the Virtual Workplace
This course is the capstone of the project management course sequence. Students will demonstrate project management skills learned via preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in prior five courses will be integrated and applied to the class project.

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 263 ~ ................................................................. 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.

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
Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

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 con-
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 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 student's 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, terminolgy, 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 300CA.............................................................................. 0 credits**

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

**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**

**Orientation to Teacher Education**

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

**EDU 301 ~ .................................................................................. 3 credits**

**Foundations of Education**

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

**EDU 305 ..................................................................................... 3 credits**

**Child Development**

This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/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 305CA ~ ......................................................................... 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

EDU 315 ~ .................................................................................... 3 credits

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

EDU 320E ~ .................................................................................... 0 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 390E .................................................................................... 0 credits

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

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 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.
EED 436CA ~ .........................................................3 credits
Elementary Methods: Social Studies and Fine Arts
This course focuses on methodology and assessment strategies that enhance learning in social studies and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social studies 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: Mathematics and Science
This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 490 ~ ...............................................................3 credits
Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 490CA ~ .........................................................4 credits
Elementary Student Teaching, Seminar I
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
EMC 310 ~ .............................................................3 credits
Principles of Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emer-
Emergency management, leadership concepts, and technology and communication challenges.

EMC 320 ~ .................................................................................... 3 credits

**Emergency Preparedness and Planning**
This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

EMC 330~ .................................................................................... 3 credits

**Political and Policy issues for Emergency Management**
This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

EMC 340~ .................................................................................... 3 credits

**Emergency Services and the Community**
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350~ .................................................................................... 3 credits

**Managing Emergency Response Operations**
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, the impact of disaster on response organization and personnel will be discussed.

ENG 106 ~ .................................................................................... 3 credits

**Survey of Literacy Masterpieces**
This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.

ENG 120 ....................................................................................... 3 credits

**Business Literature**
This course explores business and the workplace through imaginative literature and essays. Students will study poems, plays, short stories, and essays with themes or story lines that emanate from the workplace. Students will read, interpret, and analyze the literature while responding to the connections between occupation and personal identity and the connections between social and personal significance. Students will note and discuss trends in society that are illustrated by business and workplace attitudes and portrayed in literature. 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 135 ~ .................................................................................... 3 credits

**Essentials of Contemporary Communication**
This course covers the skills necessary for effective written and oral communication in the workplace and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills.

ENG 155 ~ .................................................................................... 3 credits

**Mythology in Literature and Life**
This course provides an overview of mythology and its relationship to ancient and current cultures. The course covers the purposes and types of myths, the development of myths and mythological characters; 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.

ENG 157 ~ .................................................................................... 3 credits

**Multicultural Literature**
This course provides students with an introduction to multicultural literature. Emphasis 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 historical and social function of children’s literature from oral origins to modern anthologies, exploring cultural, familial, and psychological messages in nursery rhymes, fairy tales, and early childhood fiction. Students will identify major 19th and 20th century schools of literary criticism and consider multiple ways literature for and about children constructs concepts of childhood. The course surveys readings across cultures (European/American, Native American, African American, Asian, and Hispanic/Latino), and genres (nursery rhymes, fairy tales, picture books, early childhood fiction), addressing portrayals of ethnicity, race, class, and gender in children’s literature, and considers the impact and 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

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

Global Environmental Health

This course explores the impact of industrialization and development on the global environment. Students will be provided an overview of scientific and policy issues of global environmental health.

ENV 410 ~ ........................................................................ 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 316 ~ ........................................................................ 3 credits

Ethics and Social Responsibility

This course provides a foundational perspective for ethics and social responsibility in relationships to individuals, organizations, and the community. Emphasis is placed on the interrelated 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 320 ~ ........................................................................ 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 324 ~ ........................................................................ 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 manage-
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

Public Finance: Sources, Management, and Reports
This course introduces the student to the essential elements of public finance. Emphasis is placed on the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 419 ~ ................................................................. 3 credits

Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 419 ~ ................................................................. 3 credits

Finance for Decision Making
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420 ................................................................. 3 credits

Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations. Business Elective
FIN 444 ~ ................................................................. 3 credits

Mergers, Acquisitions, and Corporate Restructuring
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467 ~ ................................................................. 3 credits

Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today’s real estate investment environment. Business Elective
FIN 475 ~ ................................................................. 3 credits

Managerial Finance I
This course is an overview of the fundamentals of financial administration. Emphasis is placed on techniques used in the development of financial thought and financial decisions, and risk-return 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.
FIN 476 ~ ................................................................. 3 credits

Managerial Finance II
This course is an overview of the fundamentals of financial administration. Emphasis is on using financial thought and decision-making skills to understand a firm’s working capital management, short-term and long-term financing policies, and special topics in the field.
of financial management.

GBM 380 ................................................................. 3 credits

Global Business
This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

GBM 381 ................................................................. 3 credits

International Trade
This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

GBM 482 ................................................................. 3 credits

Global Business Environment and Strategy
In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.

GBM 481 ................................................................. 3 credits

International Trade and Investment
In this course, students will examine international trade and investment. Upon completion of this course, students should be able to apply current theories, concepts, and practices in conducting global business transactions.

GBM 480 ................................................................. 3 credits

Global Human Resource Management
In this course, students will examine human capital in a global business environment. Upon completion of this course, students should be able to identify, design, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

GBM 483 ................................................................. 3 credits

Global Value Chain Management
This course describes value chain activities between buyers and sellers in international business, with particular emphasis on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries. Upon completion of this course, students will be able to manage their company’s value chain internationally through purchasing agreements and partnerships with foreign suppliers, company-owned foreign operations, and outsourced activities. They will also understand how goods are transported between countries using various transportation modes, the choices between available international financial transactions, the major issues raised by the international localization of operations, and legal and regulatory issues such as, customs and duties regulations that facilitate global commerce.

GBM 484 ................................................................. 3 credits

Advanced Topics in Global Business Management
In this course, students will examine the process and critical components of developing global marketing strategies. Upon completion of this course, students should be prepared to develop and implement global marketing plans and audits. Emphasis is placed on contemporary strategies in areas such as e-business and market research.

GBM 489 ................................................................. 3 credits

Strategic Topics in Global Business Management
This course applies the principles of international trade, global management, financial management, 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 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 geographical perspective on the existing and emerging commercial relationships between the United States and the rest of the world. Emphasis is placed on the manner in which the
Geography

GEO 215 ~ .................................................................................... 3 credits
This course focuses on the dynamic forces impacting Earth’s environment. It is a study of the major constructs in geology, oceanography, meteorology, and astronomy collectively called Earth Science. A scientific approach will be used in orienting students to develop an understanding of the interconnectivity of each of these sciences.

Physical Geology

GLG 220 ~ .................................................................................... 3 credits
This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.

Ethics and Professional Responsibility in Hospitality Management

HM 301 ..................................................................................... 3 credits
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.

Gaming Management

HM 470 ~ .................................................................................... 3 credits
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.

Introduction to Hospitality Management

HM 471 ~ .................................................................................... 3 credits
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.

Lodging Management

HM 472 ~ .................................................................................... 3 credits
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.

Food and Beverage Management

HM 473 ~ .................................................................................... 3 credits
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.

Events and Recreation Management

HM 474 ~ .................................................................................... 3 credits
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.

Facilities Management

HM 475 ~ .................................................................................... 3 credits
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.

Hospitality Decision Analysis

HM 480 ..................................................................................... 3 credits
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.

Trends and Emerging Issues in Hospitality

HCS 212 ~ ................................................................................3 credits
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.

Health Care Vocabulary

HCS 235 ~ ................................................................................3 credits
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.

Health Care Delivery in the United States

HCS 245 ~ ................................................................................3 credits
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.

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 pro-
motion 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. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacology intervention.

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 465 ~ ................................................................. 3 credits

**Health Care Research Utilization**

This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 350 ~ ................................................................. 3 credits

**Health Care Communications**

This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

HCS 405 ~ ................................................................. 3 credits

**Health Care Financial Accounting**

This course provides an understanding of general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The Diagnosis-Related Group (DRG) system of service classification and its relation to payment for providers and organizations are also examined. The fundamentals of strategic planning, cost concepts, and capital budgeting are applied in the health care environment. Issues surrounding the development and management of budgets are examined.

HCS 413 ~ ................................................................. 3 credits

**Health Care Management Strategies**

This course explores the fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 426 ~ .......................................................................................... 3 credits
Pathophysiology
This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.

HCS 427 ~ .......................................................................................... 3 credits
Human Resource: Principles and Practice in Health Care
This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance, management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 429CA................................................................. 3 credits
Pathophysiology
This course presents an introduction to human pathophysiology. Emphasis will be placed on explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.

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 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
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that govern the 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 449 ~ .......................................................................................... 3 credits
Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

HCS 451 ~ .......................................................................................... 3 credits
Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

HCS 455 ~ .......................................................................................... 3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 457 ................................................................. 3 credits
Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 455 ................................................................. 3 credits
Health Care Policy: The Past and The Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 457 ................................................................. 3 credits
Leadership and Performance Development
The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leaders’ role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 478 ................................................................. 3 credits
Health Law and Ethics
The legal and ethical aspects of the nurse’s role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482 ................................................................. 3 credits
Health Care Informatics
This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

HCS 490 ................................................................. 3 credits
Health Care Consumer - Trends and Marketing
In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 483 ................................................................. 3 credits
U.S. History to 1865
This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities that, woven together, have created this country. Students will learn to appreciate the contributions the various peoples have made to the American culture. Emphasis is placed on how both compromise and conflict have played major parts in American history. Social Science.

HIS 110 .................................................................. 3 credits
Historia de Puerto Rico
This course offers a general vision of the history of Puerto Rico from Pre - Colombian times to the late 20th century. The course will enable students to understand the most important historical milestones. Emphasis is placed on the particular circumstances, whose effects brought about decisive changes in the development of Puerto Rico.

HIS 113 .................................................................. 3 credits
History of Western Civilization from Prehistory to the Middle Ages
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from prehistory to the Middle Ages. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 114 .................................................................. 3 credits
History of Western Civilization from the Middle Ages to the French Revolution
This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from the Middle Ages to the French Revolution. It also presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 120 .................................................................. 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.

HIS 145 .................................................................. 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 145 .................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a neces-
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 275 ................................................................. 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 301 ................................................................. 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

HIS 341 ................................................................. 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 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.

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 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 function of an organization with computer technology. It identifies issues involved in creating, implementing, and maintaining human resource systems and the benefits of human resource 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 resources management practices with emphasis on international 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 applies the sustainable business principles to 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.

HSN 300                                                                                      4 credits
Pharmacology I
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 calculating medication dosages, nursing assessment, and the management of pharmacotherapeutics. Patient education is also addressed.
HSN 310 ~ .................................................................................... 4 credits

Pharmacology II
Builds on the knowledge and skills of Pharmacology I. The course will explore the pharmacological principles in medication administration and the safe management of 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.
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.
HUM 102 .................................................. 3 credits

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.
HUM 103 .......................................................... 3 credits

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.
HUM 105 .......................................................... 3 credits

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.
HUM 114 ~ .................................................................................... 3 credits

Critical Thinking and Creative Problem Solving
This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.
HUM 150 ~ .................................................................................... 3 credits

Introduction to Film Studies
This course creates a basic understanding of the artistic and technical elements found in movie making. Understanding movies comes from describing and analyzing the cinematic, theatrical, and literary elements that combine to create meaning. In addition, the major characteristics of different film genres and classic movies will be analyzed. Through this course students will develop personal criteria for evaluating and enjoying movies.
HUM 186 ~ .................................................................................... 3 credits

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 among various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.
HUM 266 ................................................................................. 3 credits

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.
HUM 300 ................................................................................. 1 credit

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
HUM 336 ................................................................................. 3 credits

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.)
ISCOM 305 ................................................................................. 3 credits

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.
ISCOM 352: Logistics Management
This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 354: Retail Operations: Technology and Finance
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: 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 356: Strategic 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.

ISCOM 357: 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 358: 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, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.

ISCOM 360: 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.

ISCOM 361: 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 470: 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 471: Global 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.
Small Business Leadership

LDR 301 ~ .................................................................................... 3 credits

Social and Community Related Programs and Services

ISCOM 475 ~ .................................................................................. 3 credits

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 ~ ............................................................................... 3 credits

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.

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.

LDR 301 ~ .................................................................................... 3 credits

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.

LTC 310 ~ .................................................................................. 3 credits

Social and Community Related Programs and Services

This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

LTC 315 ~ .................................................................................. 3 credits

Alternative Living Environments

This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

LTC 328 ~ .................................................................................. 3 credits

Legal Perspectives in Aging

This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

MGT 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 organizations.

MGT 230 ~ .................................................................................. 3 credits

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 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 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 of 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 ....................................................................... 3 credits

Environmental Management Systems
This course provides a framework for managing Environmental Management Systems (EMS). This includes continuous improvement through environmental management; facilities and supply-chain management; systems integration; environmental considerations; and operational utilization of environmental management systems.

MGT 411 ................................................................. 3 credits

Innovative and Creative Business Thinking
This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 417 ................................................................. 3 credits

Business Continuity Planning and Management
This course presents foundations of business continuity planning for managing business threats and risks. Students will examine relevant theories, tools and techniques, and best practices for creating and implementing an effective business continuity program and plan.

MGT 418 ................................................................. 3 credits

Evaluating New Business Opportunities
This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420 ................................................................. 3 credits

Managing Quality in the Supply Chain
This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

MGT 425 ................................................................. 3 credits

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 431 ................................................................. 3 credits

Human Resources Management
This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager.
MGT 434 .......................................................................................... 3 credits

**Employment Law**

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

MGT 437 ~ .......................................................................................... 3 credits

**Project Management**

This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

MGT 445 ~ .......................................................................................... 3 credits

**Organizational Negotiations**

This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.

MGT 448 ~ .......................................................................................... 3 credits

**Global Business Strategies**

The manager’s perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

MGT 449 ~ .......................................................................................... 3 credits

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

**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 the assessing risk, the risk management process, risk evaluation, preventative planning.

MGT 470 .......................................................................................... 3 credits

**Sustainable Enterprise Planning**

This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

MKT 411 .......................................................................................... 3 credits

**Green Marketing**

This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 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 4 Ps and SWOTT 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; 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. *Business Elective*

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 is an examination of the basic principles involved in the sales process, the relationship between sales and marketing, sales force structure, and Customer Relationship Management (CRM). Emphasis is placed on product pricing, managing the sales force, forecasting market demand, and relating sales goals to marketing goals.

MKT 447 ~ .......................................................................................... 3 credits

**Advertising and Creative Strategy**

This course provides an overview of advertising in the context of
integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 450 ~ ................................................................. 3 credits

**International Marketing**

This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision-making in an international setting.

MKT 452 ~ ................................................................. 3 credits

**Retail Marketing**

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.

MKT 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 Integrated Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management. **Revised 09/26/2006**

This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and the 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 233 ...................................................................................... 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 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 applying differentiation to solve problems. Students also examine simple antiderivatives.

MTH 360 ~ ................................................................................... 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 differentation techniques for functions of many variables.

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
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 will apply knowledge from the classroom to online experiments and critical thinking application exercises.

NSCI 281 ................................................................................... 4 credits
Anatomy and Physiology II
The second in a two course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This second course will include a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion will include the application of nutrition, fluid, electrolyte and acid base balance, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course will apply knowledge learned regarding the systems through online experiments and critical thinking/application exercises.

NSG 300 ................................................................................... 3 credits
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 and will develop strategies for achieving educational goals that assist students to be successful in the undergraduate program. Strategies for
success will include test taking, the use of Evolve testing, and case studies.

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 ~.................................................................................4 credits

Physical Assessment
This course builds from previous PN/VN 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 is emphasized. Laboratory experiences are included in this course to develop applications of anatomy & physiology concepts to body systems under the supervision of a qualified faculty. Course includes clinical 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 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 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 affect 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 that includes immersive simulation learning.

NSG 440 ~.................................................................................4 credits

Pediatric Nursing
This course focuses on the utilization of Watson’s Theory of Human Caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course that includes immersive simulation learning.

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, 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 healthcare settings. The course provides student 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 the final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to pre-
prepare, practice, and test for the national examination for registered nurses. This course prepares the student for the application process for RN licensure.

NTC 240 ~ 3 credits

Intro to Lan Technologies

This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 241 ~ 3 credits

Intro to W-Lan Technologies

This course explores concepts of wireless networking systems, including wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with LAN, MAN, and WAN networks, basic wireless security, and network integration concepts.

NTC 242 ~ 3 credits

Intro to WAN Technologies

This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

NTC 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.

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.

NUR 315 ~ 3 credits

Physical Assessment

This course builds from previous Practical Nurse competencies, knowledge and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of adult clients. History taking and data collection is emphasized. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. This course is supported by a laboratory course.

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 theory-based practice with the obstetrical client and newborn’s family. Emphasis is placed on the concepts of normal reproductive and child bearing events and health assessment of the child bearing woman. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 340 ~ .......................................................... 3 credits
**Care of the Pediatric Client**
This course focuses on theory-based nursing practice with the pediatric client and family. Students apply concepts related to growth and development, and explore methods of assessing pediatric 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 this course.

NUR 345 ~ .......................................................... 4 credits
**Care of the Medical Surgical Client: Complex**
This course focuses on the care of the medical/surgical client with complex health care problems. The course builds on NUR/320 - Care of the Medical/Surgical Client: Acute. Theory based nursing practice will be utilized by the student to apply critical thinking pathways to individuals with chronic complex health care problems. Nursing assessment and data analysis is emphasized. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 390 ~ .......................................................... 3 credits
**Introduction to Professional Nursing**
This course focuses on the professional role of nursing. Students will assess and strengthen their skills in writing, oral presentations, and group interactions. Change and communication strategies necessary for today’s healthcare arena will be investigated.

NUR 391 ~ .......................................................... 3 credits
**Professional Nursing Practice**
This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

NUR 402 ~ .......................................................... 3 credits
**Theoretical Foundation of Professional Nursing**
This course is designed to focus entering baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts essential to professional nursing are presented within the unifying framework of Orem’s Self-Care Deficit Theory of Nursing. The action of nursing is operationalized within the roles of caregiver, teacher, and manager of care. An overview of classification systems (Nursing Interventions Classifications and Nursing Outcomes Classification) is introduced. The role of the nurse as a change agent in facilitating behavioral changes in individuals is reinforced.

NUR 403 ~ .......................................................... 3 credits
**Theories and Models of Nursing Practice**
This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

NUR 405 ~ .......................................................... 4 credits
**Health Communities: Theory and Practice**
This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored though concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 ~ .......................................................... 3 credits
**Epidemiology: Global and Public Health**
Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease; identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

NUR 420 ~ .......................................................... 3 credits
**Health Assessment**
Provides refinement of physical assessment skills focusing on the assessment differences needed to recognize abnormal findings across the life span, especially with the geriatric population. Communication, health histories, and psychosocial impacts will also be explored in the development of a holistic health assessment.

NUR 425 ~ .......................................................... 3 credits
**Health and Disease Management**
This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary/alternative therapies, and community resources.

NUR 426 ~ .......................................................... 3 credits
**Pathophysiology**
This course presents an introduction to human pathophysiology. Emphasis will be placed on 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.
Care of the Geriatric Client

This course is designed to explore current theories and practices in gerontologic nursing. The primary focus of the course is to explore the role of the nurse in assessing and managing the continuum of care with the aging client and family within a community. Students must successfully complete 45 clinical hours in order to pass the course.

NUR 440 ~ ................................................................. 3 credits
Health Assessment and Promotion of Vulnerable Population

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

NUR 443 ~ ................................................................. 3 credits
Evidence-Based Nursing Research and Practice

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and use of research in nursing practice, evaluation of research, and conducting research.

NUR 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 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 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 471 ~ ................................................................. 3 credits
Dimensions of Community Nursing Practice

This course provides the foundation for developing and using theory-based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills of community-focused practice.

NUR 471PN ~ ............................................................. 3 credits
Community Nursing Practice

This course provides the foundation for developing and using theory-based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills for community-focused practice.

NUR 473PN ~ ............................................................. 3 credits
Community Nursing Integration

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks for this course.

NUR 473 ~ ................................................................. 3 credits
Clinical Integration: Partnerships in Community Practice

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the profes-
sional roles of caregiver, teacher, and manager of care. Through the
clinical practicum, the student develops beginning skills in com-
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 intro-
duced in the community course are the frameworks of this course.
(45 clinical hours)
NUR 478 ~ .................................................................3 credits
Contemporary Issues and Health Policy
This course examines the interrelationships of legal decisions, health
policy development, legislation, and regulation in the context of con-
temporary issues. Activities explore the impact of health policy
changes on the individual nursing practice and the delivery of health
care to consumers.
NUR 478RN ~ .................................................................3 credits
Contemporary Issues & Health Policy
This course examines the interrelationships of legal decisions, health
policy development, legislation, and regulation in the context of con-
temporary issues. Activities explore the impact of health policy
changes on the individual nursing practice and the delivery of health
care to consumers.
NUR 482 .................................................................3 credits
Nursing Leadership & Management in Health Care
This course emphasizes leadership and management theory includ-
ing systems theory in nursing and health care applications. Course
content assists the professional nurse in adjusting to various nursing
responsibilities such as delegation, change management, and client
advocacy. Students are required to successfully complete 45 clinical
hours to pass the course.
NUR 486 .................................................................3 credits
Nursing Leadership & 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 sys-
tems theory, organizational and change theory, financial manage-
ment, organizational culture, and continuous process improvement.
NUR 492 .................................................................3 credits
Senior Practicum: Leadership and Management
This course will provide the student the opportunity to synthesize
previous knowledge and skills in a supervised practicum experience
with the guidance and approval of the faculty. The final project will
integrate the academic and practical knowledge the student has
acquired in their program. This course contains 25 hours of clinical
experience.
NUR 499 .................................................................3 credits
Critical Synthesis Application
This course will synthesize the program content and objectives for
the professional nurse. Preparing students for the NCLEX-RN exam
will be emphasized.
OI 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 tech-
ology is innovating business processes in developing counties as
well as newly emerging global competitors that are driving innova-
domestically and abroad.
OI 361 .................................................................3 credits
Innovation, Design, and Creativity for a Competitive Advantage
This course will provide students with a solid foundation in innova-
tion, design, and creativity. Additionally, students will be prepared
to apply relevant principles, tools, and techniques to promote and
sustain organizational innovation for competitive advantage.
OI 363 .................................................................3 credits
The Innovative Organization
This course examines principles, models, guidelines, and strategies
to support organizational innovation. Special emphasis is placed on
leadership, innovative business models, metrics, learning systems,
and the strategic and tactical considerations of an innovative organi-
NUR 482 .................................................................3 credits
Nursing Leadership & Management in Health Care
This course examines the interrelationships of legal decisions, health
policy development, legislation, and regulation in the context of con-
temporary issues. Activities explore the impact of health policy
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OI 363 .................................................................3 credits
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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 organi-
Operations Management

Operations Management (OM), the managing of productive resources in the manufacturing and services sectors, has not only been a key element in the improvement of business productivity in the United States and around the world, but also in providing values that customers require. Operations Management entails the design and control of systems responsible for the productive use of raw materials, human resources, equipment, and facilities in the development of commercial and consumer products and high customer contact services. This course utilizes a set of operations management skills and tools that students can use to enable their companies to develop a competitive advantage in commercial environments that encompass global markets and competition, electronic business (e-business), and supply chain management. Operations Management will benefit individuals directly involved in producing products or providing customer services for domestic or global markets. This course will include operations management, personnel, purchasing, logistics, engineering, human resources management, accounting, finance, and marketing.

PhM 215 .......................................................................................... 3 credits

Pharmacology

This course examines the pharmacodynamics of major drug classes and methods of calculating dosages. A review of safe administration of medication is provided. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacotherapeutic interventions.

PhL 215 .......................................................................................... 3 credits

Pharmacy

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.

PhM 215 .......................................................................................... 3 credits

Pharmacology

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.

PhL 215 .......................................................................................... 3 credits

Philosophy

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 215 .......................................................................................... 3 credits

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PhL 215 .......................................................................................... 3 credits

Philosophy
Wealth and Power in America

POL 443 ~ .................................................................................... 3 credits

Social Sciences
POL 215........................................................................................ 3 credits

PHL 464........................................................................................ 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.

PHY 101 ....................................................................................... 3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Social Sciences
POL 443 ~ .................................................................................... 3 credits

Wealth and Power in America

This course discusses the issue of wealth, power, and influence in the United States. Who has the wealth in America? Who has power? How is this power wielded to influence public policy? To help students develop perspectives on these issues, two main and contrasting models of American society are presented: the pluralist and elitist model. Each theory will be presented and students should be encouraged to come to their own conclusions through readings, research, and learning team activities. Social Sciences

POL 469 ~ .................................................................................... 3 credits

Contemporary Political Thought

This course provides a broad overview of international issues facing the United States and the world. These issues range from the challenge of feeding the world’s growing population to global warming and from nuclear terrorism to the promotion of human rights. Issues are discussed from opposing viewpoints in order to stimulate thinking, discussion, and insight. The purpose of the course is to provide students with a broad overview of the challenges, obstacles, and opportunities of living in an increasingly interconnected and complex world.

POS 221 ~ .................................................................................... 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.

POS 355 ~ .................................................................................... 3 credits

Introduction to Operating Systems

This course is an introduction to operating system concepts, which include process, memory, file, and network management. Both mainframe and desktop operating systems are used as illustrative examples.

POS 371 ~ .................................................................................... 3 credits

Programming Concepts

This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

POS 406 ~ .................................................................................... 3 credits

Computer Programming I

This course develops the skills and knowledge necessary to produce beginning computer programs. The Java® programming language is used.

POS 408 ~ .................................................................................... 3 credits

.NET I

This course introduces object-oriented programming in the context of business applications development within the.NET environment. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.NET.

POS 409 ~ .................................................................................... 3 credits

.NET II

This course continues the subject of Object-Oriented Programming with the.NET environment. It extends the study of Visual Basic programming. Topics include designing complex applications and the use of data files. ActiveX is also introduced. The course uses Visual Basic.NET.

POS 410 ~ .................................................................................... 3 credits

SQL For Business

This course covers Structured Query Language (SQL), which is a common language that allows the query and manipulation of data in relational databases. The course uses SQL.

POS 420 ~ .................................................................................... 3 credits

Introduction to UNIX

This course is a survey of the UNIX. Topics emphasize operations of the UNIX system that enable a user to make efficient use of files, file systems, and processes.
POS 421 ~ .......................................................... 3 credits
Windows Server Networking
This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.
PRG 210 ~ .......................................................... 3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
PRG 211 ~ .......................................................... 3 credits
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.
PRG 410 ~ .......................................................... 3 credits
C++ Programming I
This course introduces the student to C++. Topics include C++ basic, selection and repetition structures, sequential files, arrays, and C++ libraries.
PRG 411 ~ .......................................................... 3 credits
C++ Programming II
This course builds on the Introduction to C++ programming course by using the basic programming concepts and introducing the use of more complex capabilities of the programming language.
PRG 420 ~ .......................................................... 3 credits
Java Programming I
This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.
PRG 421 ~ .......................................................... 3 credits
Java Programming II
This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of date files.
PSY 103 .......................................................... 3 credits
Introduction to Psychology
This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science. Social Science
PSY 211 .......................................................... 3 credits
Essentials of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality, thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 250 .......................................................... 3 credits
Psychology of Personality
This course is an introduction to the study of personality. The course examines theoretical explanations for understanding personality development and explores each theory. The course also investigates how personality is assessed. The focus is on approaches that psychology has developed for understanding personality and on applications for organizational processes. Social Science
PSY 280 .......................................................... 3 credits
Human Growth and Development
This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized. Social Science
PSY 300 .......................................................... 3 credits
General Psychology
General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.
PSY 301 .......................................................... 1 credit
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. Social Science
PSY 310 .......................................................... 3 credits
History and Systems of Psychology
The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315 .......................................................... 3 credits
Statistical Reasoning in Psychology
This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 320 .......................................................... 3 credits
Human Motivation
This course seeks to synthesize the many and varied theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation, and their relationship to management practices. The primary concepts of goals,
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. Throughout the course, emphasis is placed on the implications of consumer behavior for domestic and global marketing communications.

PSY 340 ~ ..................................................................................... 3 credits

### Biological Foundations of Psychology

This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

PSY 355 ~ ..................................................................................... 3 credits

### Motivational Processes in Human Psychology

This course examines theories and research results pertaining to the learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

PSY 360 ~ ..................................................................................... 3 credits

### Cognitive Psychology

This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 375 ~ ..................................................................................... 3 credits

### Lifespan Human Development

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

PSY 390 ~ ..................................................................................... 3 credits

### Learning and Cognition

This course concerns the study of learning from the most basic associationist ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weakness of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400 ~ ..................................................................................... 3 credits

### Social Psychology

This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

PSY 405 ~ ..................................................................................... 3 credits

### Theories of Personality

This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410 ~ ..................................................................................... 3 credits

### Abnormal Psychology

This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

PSY 425 ........................................................................................ 3 credits

### Chemical Dependency in the Workplace

Utilizing an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed and the hallmarks of creating drug-free workplace programs are examined. Social Science

PSY 428 ........................................................................................ 3 credits

### Organizational Psychology

This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence of individual and work groups in an organization. Organizational Psychology focuses on the human factor of business. This course applies Organizational Psychology theories and techniques to the features/dimensions of corporate structure that are transforming in order to accommodate the changes in the modern world. An understanding of external and internal customer relations in the transformed organizations is discussed.

PSY 430 ~ ..................................................................................... 3 credits

### Team Dynamic for Managers

This course provides an exploration into how managers and employees work in groups for the completion of organizational objectives. Emphasis is placed on the growing dependency on self-directed work teams in the workplace. This course equips students with the ability to manage work teams, work in teams successfully, and to obtain results via team dynamics. In addition, impacts upon customer satisfaction are explored.

PSY 435 ~ ..................................................................................... 3 credits

### Industrial/Organizational Psychology

This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
Diversity and Cultural Factors in Psychology

A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

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.

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.

Elements of Clinical Psychology

This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

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 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.

Elementary Reading/Language Arts Methods

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.

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.

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.

Elementary Methods: Reading and Language Arts

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.

E-portfolio Evaluation for RDG 410

This course is designed to monitor the evaluation of the required e-portfolio assignment for RDG 410. The submitted artifact will be evaluated against related program standards to measure the stu-
dent's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

RDG 410FE ................................................................................ 1 credit

**Reading Field Experience**

Students will complete reading field experience activities.

RDG 411 ..................................................................................... 3 credits

**Children's Literature**

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children’s performance in reading and in the language arts are also emphasized.

RDG 415 ..................................................................................... 3 credits

**Diagnosis and Remediation of Reading Difficulties**

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

RDG 418 ..................................................................................... 3 credits

**Phonological Theory and Reading Instruction**

This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

REL 133 ..................................................................................... 3 credits

**World Religious Traditions I**

This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions. *Humanities*

REL 134 ..................................................................................... 3 credits

**World Religious Traditions II**

This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions. *Humanities*

RES 110 ~ .................................................................................. 3 credits

**Introduction to Research and Information Utilization**

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.

RES 320 ~ .................................................................................. 3 credits

**Fundamentals of Research**

This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

RES 341 ~ .................................................................................. 3 credits

**Research and Evaluation I**

This course integrates applied business research and descriptive statistics. 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 will be the primary focus.

RES 342 ~ .................................................................................. 3 credits

**Research and Evaluation II**

This course integrates applied business research and descriptive statistics. 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 will be the primary focus.

RES 351 .................................................................................. 3 credits

**Business Research**

This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

SCI 100 .................................................................................. 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 .................................................................................. 3 credits

**Astronomy**

This course is designed to introduce students to the science of astronomy, utilizing current concepts of the Earth, the solar system, and the universe. In addition, historical developments in astronomy from ancient mythology to modern science will be covered. *Physical Sciences.*

SCI 163 ~ .................................................................................. 3 credits

**Elements of Health and Wellness**

This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventative 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 164 .................................................................................. 3 credits

**Essentials 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

This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants overview a comprehensive range of physical, psychological, and energy therapies resulting insight, awareness, and appreciation for diverse approaches to medicine. Physical/Biological Science

SCI 209 ~ 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

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 256 ~ 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 362 ~ Environmental Issues and Ethics

This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment. Physical Sciences.

SEC 310 ~ 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 ~ Survey of Security Specializations

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.

SEC 330 ~ Industrial Safety

This course prepares 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 ~ 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 ~ Legal and Regulatory Issues in Security Management

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.

SEC 360 ~ 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 ~ 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 380 ~ 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 ~ Threat and Vulnerability Management

This course prepares students to conduct comprehensive threat assessments with respect to physical facilities, personnel, equipment or operating systems and enables students to evaluate and manage vulnerabilities in terms of potential threats.
SEC 410 ~ ..................................................................................... 3 credits

**Physical Security**

This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property and data housed in physical facilities.

SEC 420 ~ ..................................................................................... 3 credits

**Personal Security**

This course provides the student with an understanding of the procedures, techniques and technology associated with the protection of executives, employees, customers and the general public from intentional harm, accidents and naturally occurring emergencies.

SEC 430 ~ ..................................................................................... 3 credits

**Principles of Investigation**

Investigation of criminal activity, employment applicant backgrounds and internal organizational issues are an integral part of the security manager’s responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 440 ~ ..................................................................................... 3 credits

**Security of Information Systems and Technology**

This course provides the student with an understanding of the security issues associated with computer systems. The course also identifies security measures that are intended to protect the software, hardware and data associated with computer systems.

SEC 450 ~ ..................................................................................... 3 credits

**Global Security Issues**

This course evaluates world interests and the changing dimensions of security. It helps the student understand the dynamic nature of global factors that significantly influence security strategies.

SEC 460 ~ ..................................................................................... 3 credits

**Terrorism**

This course helps the student understand 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 security technology.

SEI 300 ~ ..................................................................................... 3 credits

**Structured English Immersion**

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

SNC 400 .................................................................................... 3 credits

**Introduction to Professional Studies**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at University of Phoenix. Students will examine their reasons for returning to school and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

SNC 410 ~ ..................................................................................... 3 credits

**School Nursing Practice**

This course 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 420 ~ ..................................................................................... 3 credits

**Health Assessment of the School-Age Child**

This course provides the foundation for the development of a comprehensive health assessment and health appraisal data collection for a school-age child. Students will develop the skills necessary for
interviewing, performing health histories, and conducting physical examinations on the school-age child with the school nurse guidelines. Students will formulate appropriate nursing diagnoses based on the data base obtained from the comprehensive health assessment.

SNC 440 ~ ................................................................. 3 credits

Nursing Care of the Developmentally Disabled Child

This course focuses on congenital and acquired conditions of children that can culminate in development delays and educational dysfunctions. 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.

SOC 100................................................................. 3 credits

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 allow us to understand how the events and meanings of our lives are part of group dynamics, of social institutions, of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices. Social Science.

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 will understand and apply these concepts within academic and professional settings. Students will develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics will also be explored.

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.

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.

TFA 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.

TFA 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 101 ......................................................................................... 0 credits

University of Phoenix New Student Orientation

The purpose of this course is to provide an orientation that helps students to be successful in college. Students are guided through the University’s Online Learning System, explore techniques to be successful in college, and identify useful services and resources.

VCT 235 .............................................................................................. 3 credits

Image Editing and Implementation

This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color schemes, font selection, retouching and manipulation of graphic and photographic images.

VCT 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 image editing software applications, 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.
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Courses are listed alphabetically based on the academic discipline prefix. Each course description is followed by the number of credits the course carries, and the general education area it may satisfy. Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 529 ~ .......................................................... 3 credits
**Accounting for Managerial Decision Making**
This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include balance sheet, income statement, statement of cash flows, financial statement analysis, and internal audit techniques.

ACC 537 .......................................................... 3 credits

**Financial Accounting**
In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 539 ~ .......................................................... 3 credits

**Accounting for Managerial Decision Making**
This course introduces the principles of financial accounting to prepare the manager to assess and manage the health of the organization. Students will be exposed to a set of accounting tools and the management of financial information used in making effective business decisions.

ACC 541 ~ .......................................................... 3 credits

**Accounting Information Systems**
In this course, students gain 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 544 ~ .......................................................... 3 credits

**Internal Control Systems**
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545 ~ .......................................................... 3 credits

**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 546 ~ .......................................................... 3 credits

**Taxation**
In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 547 ~ .......................................................... 3 credits

**Not-for-Profit & Government Accounting**
In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 548 ~ .......................................................... 3 credits

**Forensic Accounting**
In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 549 ~ .......................................................... 3 credits

**Accounting Ethics**
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
ACC 559 ~ .................................................................................... 3 credits
Advanced Accounting Information Systems
This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to 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
Accounting
This course applies accounting tools to make management decisions in Puerto Rico. Students learn to evaluate performance for a Puerto Rican organization using accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
ACC 563 ~ .................................................................................... 3 credits
Advanced Accounting Information Systems
This course is designed to present an understanding of accounting information systems and their roles in the accounting environment. Particular attention is paid to transaction cycles and internal control structures. Topics covered include software development life cycles, contemporary technologies and applications, control concepts and procedures, auditing of information systems, Internets, Intranets, electronic commerce, and the role of information systems in business enterprises.
ACC 569 ~ .................................................................................... 3 credits
Advanced Cost Accounting
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.
ACC 573 ~ .................................................................................... 3 credits
Advanced Cost Accounting
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.
ACC 574 .................................................................3 credits
Public Budgeting
In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics, at the state and local level, include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
ACC 579 ~ .................................................................................... 3 credits
Advance Business Taxation
This course delves into the benefits of tax planning and introduces alternative tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, strategies for business growth and expansion, tax implications on business capital transactions, and property transactions.
ACC 583 ~ .................................................................................... 3 credits
Advanced Corporate Income Tax
This course delves into the benefits of tax planning and introduces tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, tax strategies for business growth and expansion, tax implications on business capital transactions, and taxation of property transfers.
ACC 589 ~ .................................................................................... 3 credits
Accounting Theory
This course focuses on the accounting conceptual framework, accounting concepts, standard setting, measurement and recognition issues, and characteristics of accounting information. Students in this course will develop research skills in accounting decision making using the FASB pronouncements.
ACC 595 ~ .................................................................................... 3 credits
MBA/ACC Capstone Course
This course is an exercise in practical, professional management decision-making and analysis and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with ethical and legal considerations. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the MBA/ACC curriculum and apply them toward the development of recommended solutions for specific managerial situations found within organizations in the business environment.
ACC 599 ~ .................................................................................... 3 credits
Auditing
This course will cover the standards, concepts, and principles related to auditing theory and practice. This course will provide students with the skills necessary for effective decisions regarding auditing, financial reporting, and ethics issues that face organizations.
ACC HC561 ~ .................................................................................... 3 credits
Accounting in a Health Care Environment
This course presents the concepts of financial accounting important to the understanding of the financial 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 school 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 firsthand 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 development of the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

AET 540 ................................................................. 2 credits
E-Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

AET 541 ................................................................. 3 credits
E-Learning Design Technologies
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

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.

E-Learning
This course focuses on e-learning for adult learners. Students apply instructional design techniques, learning theory, and technical tools for e-learning activities. The course also addresses the challenges associated with this environment.

E-Learning Design Technologies
This course focuses on e-learning for adult learners. Students apply instructional design techniques, learning theory, and technical tools for e-learning activities. The course also addresses the challenges associated with this environment.

Multiculturalism in Facilitating Adult Education and Training
This course explores the effects of 21st Century technology tools on intellectual property and other legal matters.
software, computer-mediated delivery platforms, and learning management systems.

AET 550 ~ .................................................................................... 3 credits

Performance Improvement and Management
This course provides learners with an overview of performance improvement principles. They identify and analyze organizational performance gaps, create learning interventions to diminish those gaps, examine coaching and mentoring skills, and evaluate training using Kirkpatrick’s four levels. In addition, learner-centered facilitation techniques and classroom management will be reviewed.

AET 555 ~ .................................................................................... 3 credits

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

AJS 501 .................................................................................... 1 credit

Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

AJS 502 ~ .................................................................................... 3 credits

Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 ~ .................................................................................... 3 credits

Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 ~ .................................................................................... 3 credits

Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 ~ .................................................................................... 3 credits

Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 ~ .................................................................................... 3 credits

Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogensis, and the prevention of victimization, is included.

AJS 552 ~ .................................................................................... 3 credits

Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 562 ~ .................................................................................... 3 credits

Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 ~ .................................................................................... 3 credits

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.

AJS 582 ~ .................................................................................... 3 credits

Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 585 ~ .................................................................................... 3 credits

Concepts of Physical and Personal Protection
This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 592 ~ .................................................................................... 3 credits

Forensic Science and Psychological Profiling
This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 593 ~ .................................................................................... 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.

BLE 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 practice are also illustrated. Particular emphasis is given to semantics, pragmatics, syntax, phonetics, and grammar are emphasized.

BLE 534 .................................................................................... 3 credits

School, Community, and Culture
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.

BSA 502 ~ .......................................................................................... 3 credits

Business Systems II
This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

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.

CCMH 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, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.

CCMH 510 ~ .......................................................................................... 3 credits

Multi-Cultural Issues in Mental Health Counseling
This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 515 ~ .......................................................................................... 3 credits

Legal, Ethics, 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 520 ~ .......................................................................................... 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 neuro anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to help the student understand the biological aspects of human functioning and the 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 525 ~ .......................................................................................... 3 credits

Research Methods for Mental Health Counselors
This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535 ~ .......................................................................................... 3 credits

Psychometrics
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.

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 (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.

CCMH 548 ~ ............................................................................3 credits

Psychopathology; Clinical Assessment
Students build on the skills gained in CCMH 544 (Introduction to Clinical Assessment), focusing on the more complex or problematic areas as different types of groups, dynamics, norms and boundaries, and skill-building in group counseling. Content emphasizes such common to families and children in clinical settings.

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 and 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 592O ~ ...........................................................................0 credit

Orientation To Practicum in Clinical Mental Health Counseling
This course is an orientation to the practicum and internship.

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 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 597B ............................................................................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.

CCMH597 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.

CIS 564.4 ~ ........................................................................... 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.

CIS 568.~ ........................................................................... 3 credits

**Information Systems Concepts**

This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CIS 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.

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.

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.

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.

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.

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 investigative procedures.

Program Development and Evaluation
This course prepares the student to design programs with associated policies and procedures required for the successful achievement of performance objectives.

IT Organizational Behavior
This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethical issues. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

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.

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.

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) systems.

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.

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.

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.

Security & Privacy
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.

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.

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 private and public 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. Fundamental assumptions of systems theory are addressed and contrasted with intrapsychic theories. Integrative approaches to assessment and diagnosis in family therapy are addressed. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, fire setting, school phobia, and other learning and behavior problems are explored.
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 a focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.
CMHC 550 ................................................................. 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.
CMHC 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.
CMHC 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 Health and Human Services.
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
Legal and ethical responsibilities of the counseling professional are presented. Students learn to interpret and act upon situations appro-
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), and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments. 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, focusing on the more complex or problematic disorders with particular focus on personality disorders. Emphasis is on learning accepted treatment approaches as an outcome assessment. Skills are enhanced by using the DSM for report writing and treatment plan development. Development of critical thinking skills is emphasized, as are 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 midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

**CNSL 557** ~ 3 credits

**Social and Multicultural Foundations**

This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

**CNSL 561** ~ 3 credits

**Group Counseling**

This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.

**CNSL 562** ~ 3 credits

**Career and Vocational Counseling**

This course examines the historical development and evolving theories for career counseling practice. Career life planning as a lifelong process including career choice, personal competence development, lifestyle orientation, and leisure-related activities; including development of the student’s own career and life plan. The Dictionary of Occupational Titles, Occupational Outlook Handbook, standardized assessment tools, computer technology in career counseling, career guidance programs in educational institutions, programs for adults in career transition, and counseling special populations are examined, as are techniques including intake interview, assessment questions, and case studies.

**CNSL 563** ~ 3 credits

**Counseling Psychometrics**

The focus of this course is on tests used in counseling and test reports. It emphasizes learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed. Psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results are discussed.

**CNSL 573** ~ 3 credits

**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 581** ~ 3 credits

**Seminar in Community Counseling**

This course explores the foundations of community counseling, the context within which community counseling takes place, and the knowledge and skills required of those who practice community counseling. Study of the history and development of the mental health movement includes definitions of the professional identity of community counselors, investigation of professional organizations and standards of practice, and exploration of community demography. Students contextualize their learning by gaining familiarity with practice settings, community needs, principles of community intervention, characteristics of human 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

**Counseling Practicum**

This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing fur-
Interimship A and B

The Internship is a 600-hour clinical experience required of all MC students. Divided into 15-week, 300-hour sections, CNSL 597 A and B comprise Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they can counsel for 20 to 32 hours per week where they provide services to clients under the direction of an approved agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

COM 505 ................................................................. 3 credits
Communication Skills for Graduate Study
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, stress and time management, and Learning Team processes.

COM 515 ................................................................. 1 credit
Managerial Communication
This course provides new graduate students with an introduction to the MBA program and strategies for academic success. Topics include oral and written communication skills and resources; multimedia presentation techniques; electronic research resources; electronic portfolio; collaborative team processes.

COM 516 ................................................................. 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

COM 515 ................................................................. 3 credits
Managerial Communication
This course provides new graduate students with an introduction to the graduate-level program and strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication and resources, individual and group presentation techniques, electronic research resources, introduction to the purpose and uses of the electronic portfolio, critical thinking, stress and time management, and Learning Team processes.

COM 525 ................................................................. 3 credits
Managerial Communication and Ethics
This course provides new graduate students with strategies for academic success within the University of Phoenix and its adult learning model. Topics include University of Phoenix graduate school tools and competencies, communication skills, societal values and ethical foundations, research and information utilization, personal values and ethical foundations, collaboration, critical thinking, and communication and presentation skills.

COM 526 ................................................................. 3 credits
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
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 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 presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

COM TM 541 .......................................................... 3 credits
Communications for Managers of Technology
This course prepares graduate students to apply written and oral 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.
This course explores the historical, political, social, and cultural contexts 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 explores 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.

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 711 ~ ......................................................... 3 credits

**Administration of Complex Health Care Systems**

Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision making at the policy and the organizational level.

DHA 712 ~ ......................................................... 3 credits

**Risk Management in Complex Organizations**

Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DHA 713 ~ ......................................................... 3 credits

**Managing Resources in Health Organizations**

Understanding the complexity of managing the vast resources needed to deliver quality health care is essential. Although human resources comprise the majority of needed assets, other resources include facilities and industry suppliers. This course will examine how these resources are interwoven and need to be successfully managed. The course is a combination of theoretical and practical approaches for resource management.

DHA 714 ~ ......................................................... 3 credits

**Health Care Marketing**

Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 721 ~ ......................................................... 3 credits

**Health Care Economics**

This course focuses on the application of economic theory to the amount, organizations, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government’s role in financing and regulating health services.

DHA 722 ~ ......................................................... 3 credits

**Policy and Regulation in Health Care**

Contemporary administration requires a thorough understanding of the federal policy and regulatory development process. Students analyze the history of health financing legislation, as well as regulatory implications of both the Medicare and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.

DHA 723 ~ ......................................................... 3 credits

**Executive Information Systems**

This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University’s information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology.

DHA 724 ~ ......................................................... 3 credits

**Globalization of Health Care**

This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

DHA 731 ~ ......................................................... 3 credits

**Population Health and Epidemiology**

The science of epidemiology is essential for projecting the population health needs and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision making. Students will apply this science in the analysis of emerging health epidemics and diseases.

DHA 732 ~ ......................................................... 3 credits

**Evaluation of Health Care Programs**

This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population specific care management programs across a variety of health settings.

DHA 733 ~ ......................................................... 3 credits

**Contemporary Leadership Issues**

This seminar focuses on the applications of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DHA 710R ~ ......................................................... 3 credits

**Doctoral Studies Seminar and Workshop**

As an orientation to doctoral learning, this course challenges learners to engage in a transformational learning process by positioning themselves within their cultural context, the emerging doctoral community, and the larger field of interest. Learners will develop their critical consciousness as scholars, practitioners, and leaders. Class activities will include critical reading and writing, dialogic interaction, reflexive practice, and collaborative projects. As an outcome of the course, learners will refine their disposition toward the doctoral
process and develop theoretical models and practical skills to succeed in the program.

DOCS 720 ~.................................................................................................... 3 credits

**Proposal Seminar**
This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement and purpose statement, as well as determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOCS 721 ~.................................................................................................... 3 credits

**Prospectus and Proposal Workshop**
This course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation.

DOCS 721R ~.................................................................................................. 2 credits

**Doctoral Seminar I**
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOCS 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.

DOCS 730R ~.................................................................................................. 3 credits

**Professional Development & Socialization in Higher Education Administration**
This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.

DOCS 731R ....................................................................................................... 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.

DOCS 732R ...................................................................................................... 2 credits

**Doctoral Seminar III**
This 3-day residency course is designed to facilitate the process of progressing from an approved doctoral proposal to final submission of the dissertation due at the end of the program. The requirements for chapters 4 and 5 of the dissertation are explored for content and format. This course will incorporate learners from various doctoral program/disciplines.

DOCS 733 ~.................................................................................................... 3 credits

**Doctoral Dissertation**
Learners enroll for this mentor-guided course while finalizing their dissertation proposal with their committee. The learner/mentor relationship is the catalyst for completing the study’s research, findings, recommendations, and conclusions.

DOCS 734 ~.................................................................................................... 3 credits

**Doctoral Project IV**
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and submits the study for University approval. An approved dissertation is required to complete this class.

DOCS 735 ~.................................................................................................... 3 credits

**Research Proposal**
Learners will discuss issues related to ethical research, complete human subjects research training, and complete a draft of the dissertation proposal.

DOCS 736a, b, c ~............................................................................................ 3 credits

**Dissertation I**
The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOCS 737. B (and C if necessary)

DOCS 736N1, N2, N3 ~..................................................................................... 3 credits

**Dissertation II**
The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOCS 737.

DOCS 737 ~.................................................................................................... 3 credits

**Dissertation II**
Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.

DOCS 737N ..................................................................................................... 3 credits

**Dissertation II**
Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.
DOC 738a, b, c ~ ............................................................... 3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 738N1, N2, N3 ~ ........................................................... 3 credits

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval.

DOC 740R ~ ................................................................................... 0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

EBUS 500.1 ~ ................................................................................... 3 credits

e-Business Principles and Practices
This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management; how to leverage technology to enhance business processes; the unique characteristics of e-marketing; and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

EBUS 520 ~ ................................................................................... 3 credits

e-Marketing Theory and Application
This course examines the theory and application of electronic marketing. In addition to looking at the new marketing mix, which applies the Internet to the traditional marketing functions of product, price, distribution, and promotion, students will gain experience in Web site strategy and e-Business market planning.

EBUS 530 ~ ................................................................................... 3 credits

e-Law and Risk Management
This course examines the process of risk management in the multifaceted e-business context. Operational, financial, legal, strategic, and technical aspects of risk management are analyzed. Students will be exposed to emerging and global issues in e-commerce risk management. Each student will prepare a risk management assessment of an existing e-business.

EBUS 550 ~ ................................................................................... 3 credits

Creating the e-Business
This is an integrative course and the capstone for the MBA/e-Business. The outcome is for students to design an e-business while drawing upon skills learned from the previous e-Business specialty courses. Students will complete a design for all elements of an e-business, whether creating an original business as an e-business or converting an existing business. An integral part of the design will be a convincing argument for why the business will be financially successful.

ECH 505 ................................................................................... 3 credits

Introduction to Early Childhood Education
This course provides 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.

ECH 506 ................................................................................... 3 credits

Introduction to Early Childhood Education
This course provides an overview of early childhood education and related topics including: history, public policy development, program types and models, theories of early childhood education, and play theories. Factors to consider when establishing and maintaining early childhood programs are explored. Emphasis is placed on current topics in the field.

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 of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of all young children.

ECH 513 ~ ................................................................................... 3 credits

Growth and Development in early Childhood
This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children. It discusses both typical and atypical development of children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of all young children.

ECH 514 ~ ................................................................................... 2 credits

Survey of Special Populations
This course provides an overview of special populations in early childhood education. The course focuses on developmentally effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age eight. Legal structures, public policy, and information related to current practices serving special populations in early childhood are also examined.

ECH 516 ................................................................................... 2 credits

Student Teaching: Seminar I
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their e-portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ECH 521 ................................................................................... 3 credits

Maintaining an Effective Learning Climate
This course examines developmentally effective strategies in managing a positive learning environment within the framework of today’s diverse early childhood population. Topics include models of discipline, establishing expectations and procedures, motivating children, family communication, managing disruptive children, technology integration, and materials management and record keeping. Students will develop an individual classroom management
plan for an early childhood setting.

**Methods of Teaching in Early Childhood: Physical Education**
This course provides a foundation in content and methodology for the teaching of physical education, including movement and health, for children birth through age eight. It focuses on understanding and using developmentally effective practices in teaching and integrating movement, physical activity, and physical education in early childhood settings. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored.

**Methods of Teaching in Early Childhood: The Arts**
This course focuses on understanding and using developmentally effective practices to teach and to integrate music, creative movement, dance, drama, and art in early childhood education. Curricular content, modifications, development of hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in effective teaching and assessment methodologies in the early childhood setting is provided.

**Methods of Teaching in Early Childhood: Mathematics and Science**
This course focuses on understanding and using developmentally effective practices to teach and to integrate mathematics and science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

**Methods of Teaching in Early Childhood: Language and Literacy**
This course provides a solid foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided.

**Methods of Teaching in Early Childhood II**
This course provides a solid foundation in program content and methodology for the teaching of social studies, science, and mathematics to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided, including classroom management.

**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.

**Early Childhood Student Teaching, Part A**
This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**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.

**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.
Family and Community Involvement
This course provides an awareness of the general interdependence of culture, family, and child. Specific goals and functions of various societies, as well as the impact of social stress on families, are examined. The course also focuses on urban problems such as class differences, parental expectations, and academic learning. The development of knowledge and appropriate strategies for planning family and community members’ participation in socio-cultural and learning activities are stressed.

ECH 556 ~ ................................................................. 3 credits

Early Childhood Student Teaching, Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.
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 non-profits, and tax efficiency, equity, and incidence.
EDS 799 ................................................................. 3 credits

Educational Specialist Capstone
The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.
EDS 799 ~ ................................................................. 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.
ECN 523 ~ ................................................................. 3 credits

Foundations of School Counseling, Part II
This course will examine key components of comprehensive school counseling programs. Essential counseling skills and professional development for a successful program will be identified. Mental health aspects of school counseling will also be addressed.
ECN 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.
ECN 545 ~ ................................................................. 3 credits

Student Career Counseling
This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in school, including the development of individual career life plans for students and adults in transition. The course fosters appropriate use of career counseling tools such as computer–based guidance systems, labor market information, and assessment. It provides a historical perspective of current Tech Prep and School-to-Work K-12 programs. Issues related to career counseling for individuals from special populations are also addressed.
ECN 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 design, implementation, monitoring, and evaluation of comprehensive guidance programs. Specific communications and consultation strategies will also be discussed. A school counselor’s role in crisis management will be addressed.
ECO 553 ~ ................................................................. 3 credits

Economics for Managerial Decision Making
This course develops principles and tools in economics for managers
Leadership and Collaborative Processes
This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
EDA 524CA ................................................................. 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 relationships among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
EDA 528 ................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
EDA 532 ................................................................. 3 credits

Human Relations and Organizational Behavior in Education
This course examines human relations and organizational behavior concepts, strategies, and theories from the public, business, and educational sectors and applies them to the educational realm. The key processes of conflict resolution and organizational change are explored, along with how they influence educational organizations in the areas of leadership, communication, decision making, problem solving, diversity issues and educational change.
EDA 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates will also 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 school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

Economics in Health Care
This course applies economic concepts to make management decisions in the health care sector. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include demand management, concepts of efficiency, production and distribution of health care services, regulation and reimbursement, incentives in health care, macroeconomic policy (including money), and international health markets.
EDA 500 ................................................................. 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, e-portfolios, benchmark assignments, and the administrative internship will be discussed.
EDA 500CA ................................................................. 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Administration and Supervision Program. Students will be introduced to the program’s progression and degree completion requirements. Field experience, electronic resources, e-portfolios, and practicum will be discussed.
EDA 518 ................................................................. 3 credits

Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
EDA 518CA ................................................................. 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 EM561 ................................................................. 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.
ECO GM561 ................................................................. 3 credits

Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
EDA 524CA ................................................................. 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 relationships among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
EDA 528 ................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.
EDA 532 ................................................................. 3 credits

Human Relations and Organizational Behavior in Education
This course examines human relations and organizational behavior concepts, strategies, and theories from the public, business, and educational sectors and applies them to the educational realm. The key processes of conflict resolution and organizational change are explored, along with how they influence educational organizations in the areas of leadership, communication, decision making, problem solving, diversity issues and educational change.
EDA 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates will also 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 school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.
EDA 538 ~.................................................................3 credits
**Education Finance and Budgeting**
This course examines the concepts and theories that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. The practical application of these concepts and theories will be experienced in the development of district/school budget planning and development.
EDA 545 ~.................................................................3 credits
**School Law for Educators**
This course allows students to examine legal theory and practice in context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
EDA 550 ~.................................................................3 credits
**Human Resources Management in Education**
This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resources department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, collective bargaining, staff development, and evaluation of personnel and their legal implications are emphasized.
EDA 554 ~.................................................................3 credits
**Instructional Program Management and Evaluation**
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 560 .................................................................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 560CA .............................................................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 are 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 perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
EDA 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 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...
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.

EHD 590A/B/C ~ ............................................................ 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.

EHD 591A ............................................................ 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.

EHD 591B ............................................................ 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.

EHD 591C ............................................................ 1 credit

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.

EHD 503 ............................................................ 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.

EHD 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.

EHD 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.

EHD 522 ~ ............................................................ 1 credit

Basic Writing: Preparing for Teacher Proficiencies

This course focuses on the foundations of instructional leadership. 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.

EHD 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.

EHD 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.

EHD 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.

EHD 574 ............................................................ 1 credit

Action Research Outline

Students may begin work on the outline component of the action research project upon successful completion of EHD 570 and the approval of their problem statements and matrices by their faculty member. Students complete a sentence outline of Chapters 1-4 for the action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing “anticipated” results. The outline is used as a basis for writing the formal proposal.
EDD 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 567 ................................................................. 3 credits
**Introduction to Action Research: Data Driven Decision Making**

This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. Inferential and descriptive measures are examined, and methods for collecting, evaluating, and analyzing data are discussed. Students will identify ethical issues related to research, including basic theory and practice, professional code of ethics, confidentiality, and research using human subjects.

EDD 577 ................................................................. 3 credits
**Action Research**

In this course, students will learn the basic steps required to write an action research proposal. Students will complete a basic sentence outline and Chapters I through IV of an action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing results.

EDD 580 ................................................................. 3 credits
**Applications of Action Research**

This course emphasizes the writing and the dissemination of a finalized action research project. Learners revise the proposal as needed and complete Chapter V of the action research project. They explore various dissemination techniques that have the potential to reach a variety of stakeholders. Particular emphasis is placed on using research as a basis for grant writing and journal publication.

EDD 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 values 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 ................................................................. 0 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 teams projects that are closely aligned with the National Board Professional Teaching Standards.

EDL 515 ................................................................. 3 credits

**Organizational Leadership**

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

EDL 520 ................................................................. 3 credits

**Instructional Leadership**

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

EDL 525 ................................................................. 3 credits

**Accountability and Evaluation**

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

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

**Mentoring and Coaching**

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

EDL 535 ................................................................. 3 credits

**Legal and Ethical Issues in Education**

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

EDT 711 ................................................................. 3 credits

**Educational Technology Research**

This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication.
formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDT 721 ~ .............................................................................................................. 3 credits

**Instructional Design**
This course focuses on the principles of instructional design including a survey of instructional design models. Using the overarching ADDIE process learners will relate each of the five design phases to an educational goal. From their analyses, learners will justify the use of an instructional design model and produce a course-level unit.

EDT 722 ~ .............................................................................................................. 3 credits

**Distance Learning**
This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.

EDT 723 ~ .............................................................................................................. 3 credits

**Instructional Media and Design Techniques**
Learners will apply instructional design principles in the development of instructional materials. Learners explore delivery instruction through multimedia and/or multiple modalities with a focus on matching appropriate technologies to learning outcomes. Design principles include the effects of contrast, continuity of text and graphics, relevancy of graphics to text, and alignment.

EDT 731 ~ .............................................................................................................. 3 credits

**System Analysis and Design**
This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoption.

EDT 732 ~ .............................................................................................................. 3 credits

**Integrating Technology and Curriculum**
This course is designed to develop strategies for effective and appropriate integration of digital technology and educational goals. Learners explore the possibilities enabled by technology, the perceived need to master technologies for vocational readiness, and the design of technological implementations that enhance educational experiences. A running theme of this course is balancing the competing priorities of technology and curriculum decisions.

EDT 733 ~ .............................................................................................................. 3 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.

EDU 566~ .............................................................................................................. 3 credits

**Adolescent Psychology**
This course explores the current trends and approaches to the mental, physical, social, and emotional characteristics of adolescents and their subcultures. In this course, students review how adolescents react to and cope with influential factors in today’s society. Students also analyze how adolescents interact with their peers and families in school environments and in various settings throughout the community.

EDU 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 590~ .............................................................................................................. 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 administration of higher education institutions and includes the 1) student experience, including student development and learning; 2) faculty and staff issues, including RPT (retention, promotion, and tenure), faculty and staff development, curriculum, governance; and 3) infrastructure concerns, including planning, technology, and facilities.

EDU 712 ~ .................................................................................... 3 credits

History of Education
This course will present the learner with a comprehensive survey of the purposes and educational developments from ancient civilizations in Africa (Egypt, Babylonia, Assyria, Persia), Asia (China, Indus Valley), Greece, and Rome through the 20th century. Hindu, Jewish, Muslim, Christian, and Buddhist traditions, 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.

ELL 516 ~ .................................................................................... 2 credits

Elementary Student Teaching Seminar I: The Professional Educator
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher are assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ELL 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.
Elemtary 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 523CA ~ ................................................................. 4 credits

Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 524CA ~ ................................................................. 4 credits

Elementary Student Teaching Part B
This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
ELM 525 ................................................................. 3 credits

Elementary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decisionmaking, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 591 ~ ................................................................. 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: 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.
ELM 593 ~ ................................................................. 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 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.
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 ELTs, their families, paraprofessionals, and the community to improve learning. Effective instructional techniques, methodolo-
This course applies corporate finance concepts to make 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 HC571 ~ ................................................................. 3 credits

Health Care Finance
This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, and valuation of the business.

FIN SB571 ~ ........................................................................... 3 credits

Small Business Finance
This course applies corporate finance concepts to make management decisions for a small or start-up business. Students learn methods to evaluate financial alternatives and manage working capital. Other topics include cash flows, business valuation, due diligence, capital budgets, short- and long-term financing.

GMGT 510 ~ ........................................................................... 3 credits

Global Business Organization and Culture
This course examines the cultural and organization framework within which global business is conducted. Topics include socio-
cultural forces, cultural analysis, communication strategies, human
resources investment and utilization, and managing across borders.
GMGT 520 ~ ................................................................................ 3 credits

External Environment of Global Business
This course explores issues and institutions that affect global busi-
ness outside the direct control of the organization. Topics include
country risk assessment, basis for trade and capital flows, exchange
rate determination, international, national, and local organizations,
regional integration, and conflict resolution of global trade disputes.
GMGT 530 ~ ................................................................................ 3 credits

Internal Environment of Global Business
This course examines issues and functions that global business faces
within control of the organization. Topics include organizations
forms of entry and exit, legal issues, marketing, finance, human
resources, and risk management.
GMGT 540 ~ ................................................................................ 3 credits

Global Strategy Formulation and Implementation
This course develops strategy for global implementation. Topics
include the role of global strategy in the organization, the correct
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 manage-
ment program in a final individual Country Expert Project demon-
strating mastery of program learning outcomes. This course also
challenges the Learning Teams to take a leadership role in research-
and presenting to the class a variety of current issues affecting
business in every region of the world.
GMGT 570 ~ ................................................................................ 3 credits

Principles of Transnational Management
This course focuses on identifying opportunities and trends in cross
border management. It draws upon and integrates complex business
problem-solving scenarios. Students will begin to develop a master’s
project, which will be presented in the final specialization course.
HCI 500 ~ ................................................................................ 3 credits

Concepts of Health Care Informatics
This course will introduce the student to the basic concepts of health
care informatics and health information management. It will build
on a historical foundation of informatics and roles of the informatics
specialist.
HCI 510 ~ ................................................................................ 3 credits

Systems Life Cycle
This course will focus on the selection and implementation of an
information system within a health facility. The course will review
the phases of the life cycle: planning, analysis, design, implementa-
tion, and evaluation.
HCI 520 ~ ................................................................................ 3 credits

Data Management and Design
This course will provide an overview of the understanding of how
data, information and knowledge provides the foundation for
healthcare information systems. The course will focus on the con-
cepts 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-
ing, and citing scholarly resources, and purposes and use of portfo-
ilios.
HCS 507 ~ ................................................................................ 3 credits

Advanced Pharmacotherapeutics
This course is designed to provide the nurse practitioner student
with the information and skills to initiate and monitor drug therapy.
This course will integrate advanced knowledge regarding the clini-
cal application of pharmacology and pharmacokinetics, techniques
and methods of drug prescribing, approaches to data collection, and
problem solving with discussions about drug therapy for common
acute and chronic diseases. Emphasis will be on the practical appli-
cation of important concepts used in clinical practice for clients
across the lifespan.
HCS 510 ~ ................................................................................ 4 credits

Managing in Today’s Health Care Organizations
This course focuses on the adaptation of organizational management
to evolving health systems. Students will examine organizational
theory, organizational performance, structure, change management
and human resource management. Students apply various organiza-
tional theories to contemporary issues.
HCS 514 ~ ................................................................................ 3 credits

Health Care Organizations
This course is a comprehensive approach to health care organiza-
tions and systems that provide the student with an in depth under-
standing of health organizations. Topics include the evolution of
health care delivery during a time of financial and regulatory stress,
the impact of the evolving consumer movement, and managing effi-
cient and effective organizational structures.
HCS 531 ~ ................................................................................ 3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care organiza-
tions and systems that provide the student with an in-depth under-
standing of health organizations. Topics include the evolution of
health care delivery during a time of financial and regulatory stress,
the impact of the evolving consumer movement, and managing effi-
cient and effective organizational structures.
HCS 533 ~ ................................................................................ 3 credits

Health Information Systems
This course provides administrators and managers an overview of the
information systems used in the health care industry. The effect-
ive use of data requires an understanding of how the data is cap-
tured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 535 ~ ................................................................. 3 credits

**Concepts of Population Health**

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 ~ ................................................................. 3 credits

**Marketing for Health Care**

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 545 ~ ................................................................. 3 credits

**Health Law and Ethics**

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 548 ~ ................................................................. 3 credits

**Foundations of Gerontology**

This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 549 ~ ................................................................. 3 credits

**Evaluation Methodology**

This course provides the student with the research methodology for health services research. Models of evaluation are examined and components such as stakeholder analysis, cost benefit effectiveness, decision-modeling, and statistical techniques are applied to decision making health care organizations.

HCS 551 ~ ................................................................. 3 credits

**Biological and Psychological Aspects of Aging**

This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that affect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 552 ~ ................................................................. 3 credits

**Health Care Economics**

This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 557 ~ ................................................................. 3 credits

**Social and Cultural Aspects of Aging**

This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

HCS 565 ~ ................................................................. 3 credits

**Organization and Management of Aging Services**

This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.

HCS 567 ~ ................................................................. 3 credits

**Entrepreneurship in Health Care**

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 571 ~ ................................................................. 3 credits

**Financial Resource Management**

Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

HCS 577 ~ ................................................................. 3 credits

**Financial Management in Health Care**

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 587 ~ ................................................................. 3 credits

**Ethical, Legal, and Regulatory Issues in Health Care**

Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.

HCS 588 ~ ................................................................. 3 credits

**Change Negotiation and Conflict Resolution in Health Care**

This course examines and analyzes the significant issues related to collaboration change management theory, conflict management, negotiation, in the fast-paced changing world of health care. Students will critique and discuss these issues from the perspective of major health care stakeholders.

HCS 589 ~ ................................................................. 3 credits
Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
HCS 587 ~ ................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
HCS 588 ~ ............................................................. 3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.
HED 580 ................................................................. 2 credits

Human Capital Development
This course provides a study of health and nutrition education for the classroom teacher. Topics include wellness, nutrition, cardiovascular health, sexually transmitted diseases, and alcohol, narcotics, drugs, and tobacco use. Health assessments and reflections provide an opportunity to assess personal health habits. Plans and resources for sharing important health information with students are also explored.
HIS 501 ................................................................. 1 credit

United States Constitution
This course is a study of the creation, application, and viability of the United States Constitution. Students explore the historical and philosophical origins of the document in an effort to understand the Constitution’s original intent and current usage. This course also focuses on the Constitution’s evolution by examining the interpretation of the Constitution during the changing social and political climates of the United States.
HRM 531 ................................................................. 3 credits

Human Capital Development
This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees in Puerto Rico. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 531PR ............................................................. 3 credits

Human Capital Management
This course prepares students to address the concepts of personnel development as managers in Puerto Rico. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees in Puerto Rico. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
HRM 532 ................................................................. 3 credits

Human Capital Development in the Public Sector
This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in an environment of political appointment. Other topics, at the state and local level, include recruitment, development & retention of employees, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic.
HRM 546 ................................................................. 3 credits

Human Resource Law
This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.
HRM 548 ................................................................. 3 credits

Recruitment and Retention Practices
This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.
HRM 552 ................................................................. 3 credits

Organizational Training and Development
This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.
HRM 554 ................................................................. 3 credits

Occupational Health and Safety
This course applies health and safety principles to reduce hazards to a productive work environment. Students create a prevention program to promote occupational safety and health. Other topics include injury and illness compensation, safety risks, security risks, workplace violence, health and safety practices, emergency response plans, and issues related to substance abuse.
HRM 555 ................................................................. 3 credits

Human Resources Management
This course examines the evolving human resources function within today’s organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources.
HRM 556 ................................................................. 3 credits

Employee Motivation and Compensation
This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior; human motivation, and types of reward systems;
the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends.

HRM 558 ~ ................................................................. 3 credits

Research in Human Resource Management
This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM 590 ~ ................................................................. 3 credits

Human Resources Capstone Course
This is an integrative course and the capstone for the Human Resources Management program. The outcome is for students to develop business solutions to human resources problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a human resources problem of their own choosing.

HRM 591 ~ ................................................................. 3 credits

Seminar in Human Resources Management
This seminar provides a forum for the study of Human Resources Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of a project introduced in the first and second of the three specialization courses.

HRM 595 ~ ................................................................. 3 credits

Human Resource Capstone Course
This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of 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

Teaching and Learning Strategies
This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 544 ~ ................................................................. 3 credits

Design and Process of Curriculum Development
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives and outcomes.

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 technologies, legal, ethical and professional dynamics are included.

HSN 552 ~ ................................................................. 3 credits

Assessment and Evaluation of Learning
Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

IND 701 ~ ................................................................. 3 credits

Independent Study I
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 702 ~ ................................................................. 3 credits

Independent Study II
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 703 ~ ................................................................. 3 credits

Independent Study III
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IST 710 ~ ................................................................. 3 credits

Foundations of Information Systems Management
This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IST domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.

IST 721 ~ ................................................................. 3 credits

Knowledge Worker Information Systems
In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today’s environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for manage-
Information Technology for Teams
Learn the course will further evaluate the application of the domains studied in IST 7/21 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, learners 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 722 ~ ................................................................. 3 credits

Global Information Systems Management
This course will examine the program's 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 knowledge 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 C529 ~ ................................................................. 3 credits

Legal Environment of Business
This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, partnership and corporations, anti-trust, environmental law, employment law, and ethical considerations in business.

LAW 531 ~ ................................................................. 3 credits

Business Law
This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LAW 531PR ~ ................................................................. 3 credits

Business Law
This course prepares students to evaluate the legal risks associated with business activity in Puerto Rico. Students will create proposals to manage a Puerto Rican organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, property, intellectual property, legal forms of business in Puerto Rico, and governance.

LAW 731 ~ ................................................................. 3 credits

Legal Aspects of Higher Education
This course provides an analysis of the legal issues prevalent in higher education institutions. Major topics of discussion include accreditation and regulatory issues, federal and state constituents and laws, institutional and individual legal issues, student rights, employee agreements, and the legal aspect of technology. Learners will explore laws and specific pieces of education legislation to provide a basis for their legal decisions and policy making.

LAW 562 ................................................................. 3 credits

Law and Public Administration
This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics include state and local governmental law, municipal and individual legal issues, student rights, employment agreements, and the legal aspect of technology. Learners will explore laws and specific pieces of education legislation to provide a legal basis for their legal decisions and policy making.

LAW 532PR ................................................................. 3 credits

Information Technology in School Library Media Centers
This course provides 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 500 ~ ................................................................. 3 credits

Foundations of Library and Information Science
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 501 ~ ................................................................. 3 credits

Selecting and Evaluating Resources for School Library Media Centers
This course is designed to familiarize students with the processes and procedures used to select resources for school libraries. Students
The Role of the School Library Media Center in the School Community
This course is designed to examine the programs and services of the school library media center. Topics include technology in the school library media center; ways to lead innovation in the school community; how to establish the school library media center as the center of the school; and professional resources for faculty and staff. Consideration is given to both everyday activities and special events.

Information Literacy for Lifelong Learning
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.

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.

Leading Organizational Development in the Public Sector
This course prepares students to lead change in the public sector. Students will apply leadership theories in the bureaucratic public sector considering the unique role of power and politics. Other topics, at the state and local level, include culture in the public sector, group behavior, financial and nonfinancial motivation, and workplace conflict.

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.

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.

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 reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

Ethical Leadership and the Legal Landscape
This course evaluates research on how legal environments in the global economy shape decision making and the ethical issues that emerge from disparate legal systems and practices. This course will specifically address practices legal in a subsidiary country but in violation of the corporation’s ethical standards.

The Dynamics of Group and Team Leadership
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.

Contemporary Issues in Leadership
This course surveys leadership theory and application with an interdisciplinary focus. Advanced leadership theories focus on creating new business models where senior leaders create an environment that promotes ethical values, equity for stakeholders, empowerment, innovation, safety, organizational agility, and organizational learning.

Architectural Leadership
Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short-term and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.

Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the
period between childhood and adulthood. The psychosocial develop-
mental period is explored, and current trends and methods of
Teaching and learning in a middle school are examined and prac-
ticed. Previous course description: This course covers adolescent
psychology from a historical perspective to present day societal
influences and pressures. Current trends and methods of learning in
adolescent education will also be covered.

MAT 518 ~ ................................................................................. 2 credits

Instruction and Assessment of English Learners
This course provides a comprehensive overview of historical, philo-
sophical, and legal perspectives in English Language Development
(ELD) education for the English Language Learner (ELL). It estab-
lishes the rationale for ELD education, and examines current issues
in ELL identification and assessment and second language acquisi-
tion in the public school. This course provides the basis for effective
instructional strategies including methods, techniques, and materials
to be used with linguistically diverse students. The course provides
knowledge of and sensitivity to the history and culture of other lan-
guages and ethnic groups, as well as multiethnic curriculum and
instruction.

MAT 518 ~ ................................................................................. 2 credits

Secondary Student Teaching I: The Professional Educator
This course focuses on the professional aspects of teaching. Students
are introduced to the Teacher Work Sample that will be created dur-
ing 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.

MAT 530 ~ ................................................................................. 4 credits

Curriculum Constructs and Assessment: Reading and
Language Arts
This course focuses on the most current research, theory, and meth-
ods of reading instruction, while providing students with the back-
ground knowledge in language arts necessary to prepare an
integrated unit of instruction. Various instructional and assessment
techniques, including research-based phonics, are modeled. A practi-
cal application project, based on work with a student in a K-8 school
setting, is incorporated into the course requirements.

MAT 537 .................................................................................. 2 credits

Curriculum Constructs and Assessment: Physical Education/
Health
This course defines and provides a context for the classroom teacher
to teach and assess K-8 students in the area of physical education
and health based on scope, sequence, and state and national stan-
dards. 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 effec-
tive in helping K-8 students achieve the goals of lifelong health;
understand growth and development; and utilize health-related
information, products, and services. Instructional approaches for the
integration of physical education and health with other content areas
are explored.

MAT 538 .................................................................................. 3 credits

Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the struc-
ture of middle schools and their characteristics, including curricu-
um, 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 appli-
cation, analysis, and observation of middle level environments. Pre-
vious description: This is a draft of the description. This course
examines the junior high and middle school. The course will evalu-
ate the unique characteristics of the adolescent, diversity among
middle school students, structures of middle school, and curriculum
and instruction.

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 second-
ary 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 541 .................................................................................. 2 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strateg-
ies, and the nature of cognitive and affective language development
to assist the secondary teacher of the English Language Learner stu-
dent. The course focuses on language acquisition development
within alternative language service programs, and it provides the
basis for effective instructional strategies including methods, tech-
niques, and materials to be used with linguistically diverse second-
ary students. It examines the critical elements of learning issues
associated with linguistically diverse students, including the learn-
ing styles and interconnected variables that interact in second lan-
guage learning, thought processes, and the relationship to content
mastery. The course also focuses on the structure and use of the Eng-
lish language to ensure oral and written accuracy and correct punc-
tuation and intonation for those working with linguistically diverse
secondary populations.

MAT 542 ~ ................................................................................. 3 credits

Curriculum Constructs and Assessment: Reading Methods for
Secondary Settings
This course focuses on the most current research, theory, and meth-
ods 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, curricu-
um, 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 math-
ematics classroom. The course also helps prospective educators
develop skills in selecting and adapting instruction for diverse stu-
dent populations. The course will also emphasize classroom man-
agement skills as they relate to mathematics instruction.

MAT 546 .................................................................................. 3 credits
### 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

### 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.

MAT 561 ....................................................................................... 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.

MED 509 ....................................................................................... 3 credits

### Methods of Teaching Elementary Science

The purpose of this course is to prepare teachers to develop a balanced and articulated elementary science school program that promotes inquiry. An evaluation of texts and reference materials, development of hands-on activities and assessments, and the use of teacher-made materials and technology are among the topics discussed.

MED 512 ....................................................................................... 3 credits

### Methods of Teaching Secondary Art

This course is designed to explore secondary art instruction. Students learn to create relevant art lesson plans and assessments for diverse learners. The following topics are also explored: analyzing art, incorporating art from diverse perspectives, using technology for art instruction, and managing art activities in the classroom.

MED 520 ....................................................................................... 3 credits

### Teaching Math through Art

This course is designed for the elementary classroom, the math lab, and some high school classrooms. This course examines how the different art disciplines apply to processing math concepts. Students learn to integrate art into math instruction, create math–art lessons, adapt math–art lessons for diverse populations, and utilize technology tools and resources for math–art instruction. Students create materials for use in their respective classrooms and grade levels.

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
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.
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, Student Teaching, Teacher Work Sample, and technology resources will be discussed.
MTE 507 ................................................................................... 0 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 501 ................................................................................... 2 credits

Foundations of Education
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 505 ................................................................................... 3 credits

Child and Adolescent Development
This course explores the range of issues related to human 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 506 ................................................................................... 2 credits

Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 509 ................................................................................... 2 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 520 ................................................................................... 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 and Assessment: History/Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 531CA ~ ........................................................... 2 credits

Curriculum Constructs and Assessment: 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 and Assessment: Science and Math
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 532CA ~ ............................................................ 4 credits

Curriculum Constructs and Assessment: Science and Math
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ~ ................................................................. 2 credits

Curriculum Constructs and Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 534CA ~ ............................................................ 2 credits

Curriculum Constructs and Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 536 ~ ................................................................. 3 credits

Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied, as well as the application of children’s literature to instruction and assessment in reading. Methods for incorporating the use of children’s literature in all content areas will also be examined.

MTE 537 ~ ................................................................. 2 credits

Curriculum Constructs and Assessment: Physical Education/Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 537CA ~ ............................................................ 2 credits

Curriculum Constructs and Assessment: 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 development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 541CA ~ ........................................................... 2 credits  
**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 and use of technology as they relate to visual and performing arts instruction.

MTE 544 ~ ................................................................. 3 credits  
**Curriculum Constructs and Assessment: Secondary Mathematics**  
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 544CA ~ ........................................................... 3 credits  
**Curriculum Constructs and Assessment: Secondary 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 546 ~ ................................................................. 3 credits  
**Curriculum Constructs and Assessment: Secondary English/Language Arts**  
This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 546CA ~ ........................................................... 3 credits  
**Curriculum Constructs and Assessment: Secondary 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.
Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 547CA ~ ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary History/ Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 548 ~ ................................................................. 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 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 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 550 ................................................................. 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 551 ................................................................. 3 credits
Curriculum Constructs and Assessment: Physical Education (CA only)
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.
MTE 552 ................................................................. 3 credits
Curriculum Constructs and Assessment: Reading Methods
This course focuses on the most current research, theory, and methods of teaching reading. Various instructional and assessment techniques are modeled. A practical application project is incorporated into the course requirements.
MTE 553 ~ ................................................................. 3 credits
Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 554 ................................................................. 3 credits
Foundations of Instruction for Limited-English Proficient Students
This course introduces students to the historical, legal, and theoretical frameworks of education for second language learners. It also identifies effective instructional models and teaching practices and defines aspects of multicultural education that impact the development of programs for second language learners.
MTE 555 ................................................................. 3 credits
Linguistics
This course introduces students to the nature of language, how the brain processes language, and the role of language in society. It also addresses grammatical aspects of language such as morphology, syntax, semantics, phonetics, pragmatics, and writing development. Stages of language acquisition and bilingual development will be discussed.
MTE 556 ................................................................. 3 credits
Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning
into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment. MTE 557 ................................................................................. 3 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 560CA ................................................................. 3 credits

Curriculum Const & Asmt: Secondary Health Science
This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 561 ~ ................................................................. 3 credits

Action Research
This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MTE 561CA ~ ................................................................. 3 credits

Curriculum Const & Asmt: Secondary Health Science
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 562CA ................................................................. 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 591 ~ ................................................................. 3 credits

Student Teaching Seminar II
This course explores the mathematics classroom, curriculum, and test preparation position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program’s e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

MTH 506 .............................................................................. 3 credits

Methods of Teaching Mathematics
This course focuses on the methodology and assessment strategies that enhance learning in preschool through eighth-grade mathematics. Topics include an overview of mathematics content and process standards, developmentally effective instructional strategies, assessment, and classroom and materials management.

MTH 520 ~ ................................................................. 3 credits

Curriculum Constructs and Assessment: Mathematics
This course explores the mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting
instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTH 530 ................................................................. 3 credits

Linear Algebra
The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.

MTH 535 ................................................................. 3 credits

Geometry
This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 540 ................................................................. 3 credits

Statistics
This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MBA 500 ................................................................. 3 credits

Foundations of Problem-Based Learning
This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.

MBA 501 ................................................................. 3 credits

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.

MBAMK 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.

MBAGM 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.

MBAMK 591 ~ ............................................................................ 3 credits

**Human Resources Seminar in Problem Solving**

This course is the first of a two-part seminar, which provides a forum for the study of human resources through designing, implementing and evaluating human resources strategies and functions within organizations including recruitment/selection, retention, and employee development. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAMK 592 ~ ............................................................................ 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.

MBATM 591 ~ ............................................................................ 3 credits

**Technology Management Seminar in Problem Solving**

This course is the first of a two-part seminar, which provides a forum for the study of technology management through the identification, selection and utilization of technology in developing products and services. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mas-
ated during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBATM 592 ~ ................................................................. 3 credits  

**Technology Management Seminar in Decision Outcomes**

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBATM/ 591. Upon completion of both seminars, students will be able to identify, select, and effectively utilize technology and project management techniques for technology projects that utilize technology as an infrastructure component. Students will evaluate and exploit current and future technology opportunities in a global business environment to maximize profitability.

MBAPA 591 ~ .............................................................. 3 credits  

**Public Administration Seminar in Problem Solving**

This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAPA 592 ~ ................................................................. 3 credits  

**Public Administration Seminar in Decision Outcomes**

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAPA/ 591. Upon completion of both seminars, students will understand how public administrators affect government fiscal decisions and the constraints influencing their own programs as well as developing and managing budgets for agencies, programs, and economic development.

MFCC 536 ~ ................................................................. 3 credits  

**Child Therapy**

This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.

MFCC 551 ................................................................. 3 credits  

**Legal and Ethical Issues in Marriage and Family Therapy**

Legal and ethical responsibilities of the marriages and family counselor are emphasized. Codes of ethics and laws governing mental health professionals are used to interpret and act upon situations appropriately and effectively. Emphasis is given to principles governing clients rights, duty to warn and protect, dual relationships, and application in special situations and special populations.

MFCC 556 ................................................................. 3 credits  

**Family Systems Theory**

This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories’ approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561 ................................................................. 3 credits  

**Family Interventions**

This course introduces fundamental concepts and practices that underlie family therapy in human systems. It teaches an integrative approach to assessment and diagnosis in family therapy with an emphasis on strategies for a wide range of populations and clinical problems. The course will introduce culture-specific interventions used for the treatment of culturally different families.

MFCC 562 ~ ................................................................. 3 credits  

**Couples Counseling**

This course provides students with intensive skill building in working with couples using current developmental and systemic modes. The relationship between 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/B/C ~ .......................................................... 3 credits each (9 total)  

**Internship**

The internship is a 900-hour (minimum) clinical experience divided into two fifteen-week parts (A, B, C), and comprise Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.

MGT 522 ................................................................. 3 credits  

**Public Administration - Institutions and Processes**

This course applies the tools available to UPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will distinguish the dichotomy between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MGT 527................................................................................... 3 credits
Consulting
This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.

MGT 538 ~ ................................................................................... 3 credits
Managing in a Cross-cultural Environment
This course prepares students to persuade decision makers across global dimensions of culture. 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 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 enhancing cultural awareness and tolerance within a cross-boarder organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.

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 EM561 ~ ................................................................................... 3 credits
Energy Sector Management
This course integrates energy technology and management opportunities in the energy sector. Students will apply knowledge of the energy sector value change to identify a business opportunity. Other topics include renewable and non-renewable energy sources, science of energy, communications, energy sector terminology, corporate social responsibility, ethics, and negotiation.

MGT 572 ................................................................................... 3 credits
Public Policy Planning and Implementation
This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy making 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 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 5708 ................................................................................... 3 credits
Strategy Formulation and Implementation
This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.

MGT 582 ................................................................................... 3 credits
Public Administration Applied Project
This capstone course prepares students to improve existing policies. Students will evaluate existing policy and recommend improvements and recommend changes to improve efficiency and effectiveness. Other topics, at the state and local level, include policy creation, policy evaluation, and nontraditional/innovative solutions in the public sector.

MGT 591 ................................................................................... 3 credits
Seminar in Management
This seminar provides a forum for the study of Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem, drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of the change management project introduced in the first and second of the three specialization courses.

MGT 598 ................................................................................... 3 credits
Consulting Project
This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

MGT 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 organiza-
tional agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications.

Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

MGT 736 ................................................................................... 3 credits

**Contemporary Systems Management**

Upon completion of this course, learners will be prepared to manage and lead complex organizations through strategic decision making, resulting in business plans. Learners focus on extended systems and theoretical and practical frameworks for systematically managing organizations.

MGT TM562 ................................................................................... 3 credits

**Leveraging Technology in the Public Sector**

This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet & extranet, and data maintenance & retrieval.

MKT 544 ................................................................................... 3 credits

**Integrated Marketing Communications**

This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 551 ................................................................................... 3 credits

**Marketing Management**

This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy.

MKT 552 ................................................................................... 3 credits

**Technology Applications and e-Marketing**

This course prepares students to integrate technology in marketing functions. Students design the organization and content of a website to accomplish one or more marketing objectives. Topics include basics of the World Wide Web, bandwidth, servers and storage, e-Marketing, e-Commerce, and targeting customers.

MKT 554 ................................................................................... 3 credits

**Consumer Behavior**

This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.

MKT 555 ................................................................................... 3 credits

**Advanced International Marketing**

This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.

MKT EM571 ................................................................................... 3 credits

**Marketing Energy**

This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, public relations and policy formulation.

MKT 565 ................................................................................... 3 credits

**Marketing Research**

This course is designed to integrate theory and practice and develop students' analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems.

MKT 566 ................................................................................... 3 credits

**Marketing Strategy**

This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations. MKT 590 ................................................................................... 3 credits

**Marketing Capstone Course**

This is an integrative course and the capstone for the Marketing program. The outcome is for students to develop a portfolio of business solutions to marketing problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a marketing problem of their own choosing.

MKT 593 ................................................................................... 3 credits

**Product Design and Development**

In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
Marketing and Managing the Customer Relationship
This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet-based customer information.

International Marketing
This course prepares students to apply international marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment presented across international borders. Topics include global market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

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.

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.

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 financings, 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 by a variety of host governments and business cultures.

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
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<td>MMPBL 502</td>
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**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.

**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.

**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.

**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.

**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.

**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.
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.

MMPA 591 ~ ................................................................................ 3 credits

Public Administration Seminar in Problem Solving
This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MMPA 592 ~ ................................................................................ 3 credits

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 502 ~ ................................................................................ 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 505 ~ ................................................................................ 3 credits

Advanced Health Assessment
Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 56 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 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/B ~ ........................................................................... 3 credits

Adult and Geriatric Management
This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 551 ~ ................................................................................ 1 credit

Clinical Procedures
This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be EKG, x-ray, and spirometry interpretation as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 552 ~ ................................................................................ 3 credits

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, diagnostic procedures, as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 560 ~ ................................................................................ 4 credits

Management of Women's Health Issues
This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the life span. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, epi-
sodic problems, and childbearing. Students develop a systematic approach to prenatal health care based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.

NRP 565 ~ ................................................................................... 4 credits

Preceptorship
This 460 hour precepted clinical course provides student with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NRP 566 ~ ................................................................................... 4 credits

Networking Concepts
This course examines local area networks, wide area networks, enterprise wide networking, Internet, Intranets, topology mapping. Particular emphasis is placed on the selection of network solutions relative to business needs and emerging communication technology.

NUR 513 ~ ................................................................................... 3 credits

Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ~ ................................................................................... 3 credits

Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice.

NUR 531 ~ ................................................................................... 3 credits

Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

NRP 540 ~ ................................................................................... 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.

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.

NRP 545 A ~ ................................................................................... 4 credits

Adult and Geriatric Management
This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 545 B ~ ................................................................................... 4 credits

Issues in Advanced Practice Nursing
This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NRP 551 ~ ................................................................................... 3 credits

Clinical Procedures
This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be EKG, x-ray, and spirometry interpretation as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 560 ~ ................................................................................... 1 credit

Management of Women’s Health Issues
This course focuses on the issues and health concerns unique to women through the life span. Students will coordinate and complete a minimum of 45 hours with their assigned preceptor.

NRP 565 ~ ................................................................................... 4 credits

Preceptorship
This 460 hour precepted clinical course provides student with clini-
nal experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NUR 587 ~ ................................................................................... 3 credits

Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

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/B ~ ........................................................................... 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 various nursing experts in clinical application projects.

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 an 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 725 ~ ................................................................................... 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 591 ~ ................................................................................... 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 CM571 ~ .............................................................................. 3 credits

Health Care 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

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. 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 CM571 ~ .............................................................................. 3 credits

Operations Management in Technology
This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in technology. Other topics include project tools, process selection and design, theory of constraints, project management and implementation, capacity planning, lean production, facility location, business forecasting, and resource management.

ORG 502 ~ ................................................................................... 3 credits

Human Relations and Organizational Behavior
This course examines human relations theory and practice through individual, group, and organizational performance. Topics include conflict resolution, managing change, workplace diversity, and assessing employee performance.

ORG 581 ~ ................................................................................... 3 credits

Organizational Design
This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the
learning organization, authority & control, specialization & coordination, entrepreneurship, and lateral organizations.

ORG 707 ~ .................................................................................... 3 credits

Advanced Systems Thinking
With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.

ORG 711 .................................................................................... 3 credits

21st Century Issues in Organizational Behavior I
This course evaluates research on issues that organizations face in optimizing their performance. Topics include how an organization “selects” the form that best fits its mission and culture, organizational learning, and inhibitors to performance.

ORG 714 .................................................................................... 3 credits

Organizational Theory and Design
The history of organizational theory and design, and the three primary theories used to study organizations - classical, neoclassical, and systems theory - and the application of each theory to modern organizations are examined. Additionally, this course focuses on design issues, including organizational, departmental, and job considerations. Finally, the course examines pressing issues for current organizations, including culture, innovation, and learning.

ORG 716 .................................................................................... 3 credits

Organizational Theory and Design
Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

ORG 721 .................................................................................... 3 credits

21st Century Issues in Organizational Behavior II
This course continues research on issues that organizations face in optimizing their performance. Topics include how organizations develop a culture and set of political rules that define behavior within it, virtual teams, translating culture within a global organization, and conditions that predict success or failure for an organization that expands its mission.

ORG 722 .................................................................................... 3 credits

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.

ORG 726 .................................................................................... 3 credits

The Impact of Technology on Organizations
Upon completion of this course, learners will be prepared to evaluate the organizational relationship among technology, structure, and behavior. Additionally, learners will be prepared to balance the advantages and disadvantages of integrating technologies.

ORG 727 .................................................................................... 3 credits

Organizational Diagnosis and Intervention
Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementa-
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 definition, purpose, acquisition, and application of knowledge. The course provides an overview of the various theoretical frameworks for examining the nature of knowledge and cognition and the applications of knowledge as manifested in various fields of human endeavor. It will orient learners toward identifying their true goals in pursuing the doctoral program, as well as the methods by which they may achieve these goals.

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.

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.

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.

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.

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).
Cognitive 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

Social Psychology
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

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 550 ~ ............................................................................... 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 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

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 570 ~ ............................................................................... 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 socio-economic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.

PSYCH 705 ~ ................................................................................. 3 credits
Personnel Psychology
Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 706 ~ ............................................................................... 3 credits
Human Performance, Assessment, and Feedback
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 790 ............................................................................... 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 790 ............................................................................... 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 790 ............................................................................... 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 790 ............................................................................... 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 531 - ................................................................. 3 credits

Advanced Problems in Statistics and Research Methods
This course extends the competencies developed in QNT 530 by introducing additional research methods and tools of statistical analyses, with the emphasis on case study and data analyses to further develop evaluative abilities in managerial decision making. Topics include analysis of variance, regression, non-parametric statistics, and time series and forecasting.

QNT 540 - ................................................................. 3 credits

Research and Ethics in E-Education
This course is an overview of the fundamentals of research and statistics. It is designed to provide students with the basic knowledge and skills needed to be successful in graduate level studies. Ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, and confidentiality are addressed. Students will examine the issues of information and intellectual property, privacy issues in a digital environment and the relationship of individual, governmental and societal concerns in an ever advancing and changing electronic community.

QNT 561 - ................................................................. 3 credits

Applied Business Research and Statistics
This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

QNT 562 - ................................................................. 3 credits

Data Analysis for Public Policy and Management
This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will design research instruments and collect data to measure and analyze effectiveness and efficiency in the delivery of public sector goods and services. Other topics include research design, data sampling, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

QNT 565 - ................................................................. 3 credits

Research Methods, Design and Analysis
This course applies research and probability concepts to project management decisions. 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 include measures of central tendency & dispersion, program evaluation, research design, data sampling, and data 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 course 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 students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

QRB 501 - ................................................................. 3 credits

Quantitative Reasoning for Business
This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 500 - ................................................................. 3 credits

Scientifically Based Reading Instruction
This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.

RDG 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 Literary
This course provides students with foundational knowledge in the study and application of research into 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 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 mean-
ing 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.

RDG 522.................................................................... 3 credits

Reading and Writing Instructional Strategies for Elementary

This course considers the guiding principles of literacy development of children in kindergarten. It explains 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 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

RDG 542CA.................................................................. 3 credits

Curriculum Constructs & Assessment: Reading and Language Arts

This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 530FE.................................................................... 1 credit

Reading Field Experience

Students will complete reading field experience activities.

RDG 531.................................................................... 4 credits

Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

This course focuses on the knowledge, skills, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

RDG 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 542.................................................................... 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

This course focuses on the most current research, theory, and methods of teaching reading at the secondary level. Various instructional 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 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
**Reading Practicum**
In this supervised practicum, candidates apply their knowledge of language and literacy theories, research, and best practices to an ongoing assessment-instruction process. Candidates work intensively with one or more primary or intermediate struggling readers at a public, charter, or parochial school daily for six weeks. They create a supportive literacy environment, assess a student’s strengths and needs, develop an individualized instructional plan that utilizes appropriate text and electronic resources, and implement sound instructional practices via their reading and writing lessons. In addition, candidates critically reflect on their practice in a journal, and submit a final report that synthesizes their instruction and their student’s performance, reflects on the process, and makes recommendations for teachers who work with the student and for parents. The seminar also provides a forum for open discussion of goals and problem solving based on practicum experience.

RES 562 ..................................................................................... 3 credits
**Policy and Program Evaluation**
This course prepares students to apply techniques to evaluate public sector programs. Students will evaluate policy alternatives using analytical tools. Other topics, at the state and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication.

RES 708 ..................................................................................... 3 credits
**Applied Research in Higher Education Administration**
In this advanced research course, learners analyze and create data presentation strategies that translate complex research findings into actionable policy decisions. Building on their practical knowledge of research methodologies, learners study the conceptual aspects of research and the ways in which these aspects aid in the production of meaningful change within educational institutions.

RES 711 ..................................................................................... 3 credits
**Fundamental Principles of Sound Research**
This course surveys a broad range of quantitative and qualitative research methodologies to prepare learners to apply them to a variety of research questions. Topics include an overview of the research process, developing problem statements, framing research questions, conducting a literature review (with an emphasis on reading and evaluating existing research), and plagiarism.

RES 714 ..................................................................................... 3 credits
**Quantitative Methods and Statistical Analyses**
This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and 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 an statistics to your proposal are identified. Writing the prospectus, collecting and analyzing data, as well as posing research questions are the focus of this course. Emphasis is placed on University of Phoenix dissertation models.

RES 731 ..................................................................................... 3 credits
**Research Methods and Statistics in I/O (I)**
This course provides learners with a foundation in the design of psychological research. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 732 ..................................................................................... 3 credits
**Research Methods and Statistics in I/O (II)**
This course builds on the material covered in Research Methods and Statistics I by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods.

RES 733 ..................................................................................... 3 credits
**Criterion Development, Performance evaluation, and Appraisal**
This course focuses on key issues related to the development of measurement criterion in organizations. Theoretical and practical issues related to performance evaluation and appraisal are also discussed.

RES 741 ..................................................................................... 3 credits
**Testing and Measurement**
A comprehensive examination of the psychometric procedures used to develop and validate educational and psychological instruments is the focus of this course. Building upon Research Methods and Statistics I, this course will discuss norms, standardized samples, reliability, validity, proper interpretation of test scores, and the steps in test development. Descriptive statistical procedures are briefly reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. Professional standards for testing are reviewed at all phases of the course.

RES 750 ..................................................................................... 3 credits
**Approaches to Research: Quantitative/Qualitative I**
This course surveys a broad range of quantitative and qualitative research methodologies to prepare learners to apply them to a variety of research questions. Topics include development of problem statements, purpose statements, research questions, and hypotheses; conducting a literature review (with an emphasis on reading and evaluating existing research) and ensuring originality of the contribution; and creating an initial research proposal for each of the three research topics identified during PSY/720R.
RES 751 ~ Approaches to Research: Quantitative/Qualitative II  
Learners evaluate the three research topics developed during RES/750, determine which topic is the most effective and feasible to study, and continue refining the selected topic while learning about advanced qualitative, and quantitative issues (i.e., phenomenology, grounded emergence theory, critical theory, etc.).  
3 credits

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.  
3 credits

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.  
3 credits

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.  
3 credits

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.  
3 credits

Psychometrics  
Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.  
3 credits

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.  
3 credits

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.  
3 credits

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.  
3 credits

SCHC 510PR ~ 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.  
3 credits

SCHC 515 ~ 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.  
3 credits

SCHC 517 ~ 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.  
3 credits

SCHC 519 ~ 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 be learn how these services are appropriately delivered at the different school levels from kindergarten through high school.  
3 credits

SCHC 525 ~ 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.  
3 credits

SCHC 537 ~ 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.
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 592O ..............................................................0 credits

Orientation to School Counseling Practicum
This course is an orientation to the practicum and internship.
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.
SCHC 597A .................................................................3 credits

School Counseling Internship A
Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC 597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B .................................................................3 credits

School Counseling Internship B
Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC 597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SEC 518 .................................................................2 credits

Secondary Student Teaching Seminar I: The Professional Educator
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
SEC 519 .................................................................4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
SEC 520 .................................................................4 credits

Secondary Student Teaching Part B
This course 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.
SEC 523CA ..............................................................4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the 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.

SEC 524CA ~ ...................................................................................... 4 credits

Secondary Student Teaching Part B
This course will focus on the elements of the CaTPA Task Four: Culuminating 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.

SEC 525 ........................................................................................ 4 credits

Secondary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decisionmaking, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 592 ~ ..................................................................................... 3 credits

Secondary Student Teaching Seminar II
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/ or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

SEC 594 ~ ..................................................................................... 3 credits

Secondary Student Teaching Seminar III
This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program’s e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

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

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

SEI 501 ..................................................................................... 3 credits

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

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

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

SEM 700R ~ ................................................................................... 0 credits

Doctoral Program Orientation Seminar
Upon completion of this course, learners will have a stronger understanding of the scholar/practitioner/leader model and their doctoral program of study. The doctoral orientation seminar includes scholarly communication skills and the purpose and structure of the doctoral dissertation.

SOC 721 ~ ..................................................................................... 3 credits

Social, Political, & Ethical Aspects of Higher Education
Learners will undertake research into the intertwined aspects of social and political constructs as they impact ethical decision-making in higher education administration. Stakeholders, economics, political agendas, beliefs, values, cultures, and religions will be examined within a framework of ethical theories of problem-solving and resolution strategies. Students will conclude the course with a personal assessment of ethical philosophy as it applies to the realm of higher education.

SPAN 502 ..................................................................................... 3 credits

Spanish for Educators, Part I
This beginning Spanish language course introduces learners to simple grammar and appreciation of the Hispanic culture. The course specifically focuses on educators who are beginning Spanish-language learners and need to communicate with English Language Learners (ELLs) and their parents. The focus will be on real-life situations, the classroom, and school terminology.

SPAN 503 ..................................................................................... 3 credits

Spanish for Educators, Part II
Please update the course description to the following: This course informs educators of proper methods of subject and parent communication in Spanish. This course focuses on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, students analyze the sociolinguistic aspect of the Spanish language.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPE 511</td>
<td>Orientation to the Exceptional Child</td>
<td>3</td>
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<tr>
<td>SPE 513</td>
<td>Special Education Assessment &amp; Interpretation</td>
<td>3</td>
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<tr>
<td>SPE 504</td>
<td>Characteristics of Learning Disabilities</td>
<td>3</td>
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<tr>
<td>SPE 514</td>
<td>Survey of Special Populations</td>
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<tr>
<td>SPE 514CA</td>
<td>Special Education Student Teaching: Cross-Categorical, Seminar I</td>
<td>2</td>
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<tr>
<td>SPE 531</td>
<td>Characteristics of Physical &amp; Health Disabilities</td>
<td>3</td>
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<td>SPE 537</td>
<td>Characteristics of MR &amp; Developmental Disabilities</td>
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<td>SPE 544</td>
<td>Characteristics of Emotional &amp; Behavioral Disabilities</td>
<td>3</td>
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<tr>
<td>SPE 556</td>
<td>Characteristics of Physical &amp; Health Disabilities</td>
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**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.

**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. Communications through consultation and collaboration and professional/ethical practices are also considered.

**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.

**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.

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icaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed.

The impact of inclusive education and self-contained placements on this population will be analyzed.

**SPE 575 ~ ................................................................. 3 credits**

**Inclusion Strategies of the Special Educator**

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

**SPE 579 ~ ................................................................. 3 credits**

**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 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**

**Special Education Student Teaching: Cross-Categorical, Seminar III**

This course will focus on the design and implementation of the Teacher Work Sample. It provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**SPE 557 ~ ................................................................. 3 credits**

**Collaboration with Families of Students with Disabilities**

This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.

**SPE 558 ~ ................................................................. 3 credits**

**Transition Planning for Adolescents with Disabilities**

This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.

**STR 575 ~ ................................................................. 3 credits**

**Strategic Marketing**

This course prepares students to evaluate marketing and strategic choices of an organization. Students will analyze a series of case studies to recommend changes needed to achieve organizational marketing goals and strategy. Other topics include generic & grand strategies, strategic analysis, competitive advantage, consumer behavior, and branding.

**SPE 588 ~ ................................................................. 4 credits**

**Special Education Student Teaching, Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**SPE 589 ~ ................................................................. 4 credits**

**Special Education Student Teaching: Cross-Categorical, Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**SPE 590 ~ ................................................................. 3 credits**

**Characteristics of Exceptionalities**

This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

**STR 581 ~ ................................................................. 3 credits**

**Strategic Planning and Implementation**

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

**STR GM581 ~ ............................................................. 3 credits**

**International Strategic Planning and Implementation**

This capstone course integrates international concepts from all prior courses in the program. Students apply the concepts of internationalizing strategic planning and implementation to create sustainable competitive advantage for an organization presented across borders. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, and direct foreign investment.
Implementing Business Strategy
This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to develop a business plan for a small or start-up business. Other topics include environmental scanning, strategic analysis, social responsibility, implementation, evaluation, and risk management.

~STR EM581 ................................................................. 3 credits

Strategic Planning and Implementation for the Energy Sector
This capstone course integrates concepts from all prior courses in the program and the energy management concentration. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage in an energy organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, portfolio management, and the business case for commercializing technology.

~STR TM581 ................................................................. 3 credits

Strategic Planning and Implementation in a Technological Environment
This content area capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for a technical organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, portfolio management, and the business case for commercializing technology.

~SYS S540 ................................................................. 3 credits

Systems Thinking and Performance Measurement
This course is designed to create an awareness of systems thinking in a way that guides and influences the optimization of organizations. Students will learn how to analyze relevant data and apply performance measurement tools as a means to improve organizational performance. Topics include introduction of system thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement. TMGT 510 ~ 3 credits

Project Management in the Technological Environment
This course presents project management concepts, methodologies, and tools that assist in effectively managing complex, inter-functional technology development projects and programs. The course casts the project manager in the role of systems integrator, and 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.

~TRE T532 ................................................................. 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.

~TRE 534 ................................................................. 3 credits

Cultural Component For ESL/PLE
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 540 ................................................................. 3 credits

Management of R&D and Innovation Processes
This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It casts the Research and Development (R&D) Manager into the strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace.

~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 a global business to meet the goals of the strategic plan.

~TMGT 590 ................................................................. 3 credits

Applications of Technology Management
This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.

~TPA 001 ................................................................. 1 credit

Subject Specific Pedagogy
This course addresses task one of California’s Teaching Performance Assessment: Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy. This course will offer an overview of the California Teaching Performance Assessments, their history, California Teaching Performance Expectations and their connections to the Teaching Performance Assessments. Students will review the elements of task one, Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy, including understanding what the task measures, constructing high quality responses and demonstrating their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy through the task’s exercises.

~TPA 002 ................................................................. 1 credit

Designing Instruction
This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students.
who present a different instructional challenge.

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.
PROFESSIONAL PROGRAMS

Courses are listed alpha numerically based on the academic discipline prefix. Each course description is followed by the number of credits the course carries, and the general education area it may satisfy. Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling. Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 529 ~ .................................................................................... 3 credits
Accounting for Managerial Decision Making
This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include balance sheet, income statement, statement of cash flows, financial statement analysis, and internal analysis techniques.

ACC 563 ~ .................................................................................... 3 credits
Advanced Accounting Information Systems
This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to transactional cycles and internal control structures. Topics covered include software development life cycles, contemporary technologies and applications, control concepts and procedures, auditing of information systems, Internets, Intranets, electronic commerce, and the role of information systems in business enterprises.

ACC 573 ~ .................................................................................... 3 credits
Advanced Cost Accounting
This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 583 ~ .................................................................................... 3 credits
Advanced Corporate Income Tax
This course presents the aspects of the formation, reorganization, and liquidation of corporations and the impact on shareholders. Taxation issues involved in the partnerships, corporations, and S Corporations are examined, as well as estate and gift taxes, basic tax planning, and research.

ACC 593 ~ .................................................................................... 3 credits
Accounting Theory
This course focuses on the accounting conceptual framework, accounting concepts, standard setting measurement and recognition issues, and characteristics of accounting information.

ACC 594 ~ .................................................................................... 3 credits
Accounting Capstone Course
This course is an exercise in practical, professional management decision-making and analysis and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with ethical and legal considerations. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the accounting curriculum and apply them toward the development of recommended solutions for specific managerial situations found within organizations in the business environment.

ACC 583 ~ .................................................................................... 3 credits
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ACC 594 ~ .................................................................................... 3 credits
Accounting Capstone Course
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plicants 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 1030
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
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.
CMGT 300 ...................................................................................... 3 credits

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.
CMGT 301 ...................................................................................... 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.
CMGT 302 ...................................................................................... 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.
CMGT 303 ...................................................................................... 3 credits

Procurement and Risk Management
This course explores the procurement planning processes, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
Foundations of Curriculum and Instruction
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 presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMT 305 ~ ................................................................. 3 credits

Leading Projects in Organizations
This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMT 304 ~ ................................................................. 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.

CPMG 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.

CPMG 304 ~ ................................................................. 3 credits

Leading Projects in Organizations
This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMT 305 ~ ................................................................. 3 credits

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.

CUR 558 ~ ................................................................. 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 environment act as a filter for conducting e-business.

EBUS 500.1 ~ ............................................................. 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 510 ~ ................................................................. 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 530 ~ ................................................................. 3 credits

e-Law and Risk Management
This course examines the process of risk management in the multi-faceted e-business context. Operational, financial, legal, strategic, and technical aspects of risk management are analyzed. Students will be exposed to emerging and global issues in e-commerce risk management. Each student will prepare a risk management assessment of an existing e-business.

EBUS 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.

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: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/ or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ECH 556 ~ ................................................................. 4 credits

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.

EDA 500 ~ ................................................................. 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

EDA 518 ~ ................................................................. 3 credits

Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

EDA 535 ~ ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study
school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

EDA 538 ~ ................................................................. 3 credits

Education Finance and Budgeting
This course examines the concepts and theories that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. The practical application of these concepts and theories will be experienced in the development of district/school budget planning and development.

EDA 545 ~ ................................................................. 3 credits

School Law for Educators
This course allows students to examine legal theory and practice in context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practice.

EDA 550 ~ ................................................................. 3 credits

Human Resources Management in Education
This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resources department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, collective bargaining, staff development, and evaluation of personnel and their legal implications are emphasized.

EDA 554 ~ ................................................................. 3 credits

Instructional Program Management and Evaluation
This course is designed to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, data-driven institutional improvement, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning.

EDA 555 ............................................................................. 3 credits

School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

EDA 560 ............................................................................. 3 credits

Human Resources Management in Education
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

EDA 570 ............................................................................. 3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, it focuses on the equitable participation of students, families, teachers, and staff in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

EDA 591A ............................................................................. 1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

EDA 591B ............................................................................. 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

EDA 591C ............................................................................. 1 credit

Principal Internship Part III: Community and Media Relations
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

EDA 590A/B/C ~ ............................................................................. 1 credit each (3 total)

Administrative Internship
The internship experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.

EDA 564 ............................................................................. 3 credits

The Role and Functions of the Principal
This course examines the roles and functions of the principalship and explores educational leadership. Research, theory, and systemic change are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century.

EDD 520 ............................................................................. 3 credits

Critical Issues in Education
This course is designed to allow students to explore current educational issues and innovations in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today’s society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and moral education are discussed in relation to schooling.

EDD 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.

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.

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.

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 ......................................................................................... 3 credits

Assessment of English Learners
This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

ELD 506 ......................................................................................... 3 credits

Understanding Language Acquisition and Cognition
This course examines language structure and use, second language acquisition theories, and the nature of cognitive and 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 ......................................................................................... 3 credits

Teaching Reading and Writing to English Learners
This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.

ELM 525 ........................................................................................... 3 credits

Elementary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

GEN 300 ........................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

GMGT 510 ~..................................................................................... 3 credits

Global Business Organization and Culture
This course examines the cultural and organization framework within which global business is conducted. Topics include socio-cultural forces, cultural analysis, communication strategies human resource investment and utilization, and managing across borders.

GMGT 520 ~..................................................................................... 3 credits

External Environment of Global Business
This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organization, regional integration, and conflict resolution of global trade disputes.

GMGT 530 ~..................................................................................... 3 credits

Internal Environment of Global Business
This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.

GMGT 540 ~..................................................................................... 3 credits

Global Strategy Formulation and Implementation
This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategic choices, strategy selection, implementation and control issues, portfolio management, and case analysis.

GMGT 550 ~..................................................................................... 3 credits

Global Management Capstone Course
This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world.

HCS 504 ........................................................................................... 3 credits

Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the College with an introduction to strategies for success within the University’s adult...
learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCI 500 ~ ................................................................. 3 credits

Concepts of Health Care Informatics
This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCI 510 ~ ................................................................. 3 credits

Systems Life Cycle
This course will focus on the selection and implementation of an information system within a health facility. The course will review the phase phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCI 520 ~ ................................................................. 3 credits

Data Management and Design
This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

HCS 548 ~ ................................................................. 3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 ~ ................................................................. 3 credits

Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 557 ~ ................................................................. 3 credits

Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

HCS 565 ~ ................................................................. 3 credits

Organization and Management of Aging Services
This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for matured adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.

HIS 500 ........................................................................................................ 1 credit

Arizona Constitution
This course provides an overview of Arizona history and its constitution from pre-territorial days to the present. The focus is on learning the original intent and current impact of the Arizona constitution.

HRM 422 ........................................................................................................ 3 credits

Employment Practices
This course addresses the complex roles and practices of human resource professionals as strategic partners in realizing the organization’s objectives for market performance and productivity. The topics provide a foundation in important techniques and practices that are critical for effective HR initiatives and performance of the firm in the areas of human resource planning, testing, staffing, managing separations, and HR and technology.

HRM 424 ~ ................................................................. 3 credits

Compensation
This course prepares the student in basic compensation design and decision-making required for planning, developing, and administering compensation programs that are compliant with government laws and regulations.

HRM 425 ~ ................................................................. 3 credits

Benefits, Safety, and Health
This course examines the roles of governments and employers in providing retirement, health, and safety programs for employees’ security and well being. Basic types of retirement and medical plans are compared and contrasted. Current trends in legislation and in life, health, and retirement plans are reviewed. Throughout the course, students are given opportunities to practice the selection of employee benefits with the objective of helping to meet corporate goals.

HRM 426 ~ ................................................................. 3 credits

Employee Development
This course addresses the dynamic and broad range of issues requisite for managers and human resource professionals to make training a strategic factor in organizational success. Coverage includes general information on the mission and challenges facing training managers. Managing the training function, conducting needs analyses, instructional design, the impact of technology on training delivery, job skills for trainers, and future trends in training are covered.

HRM 427 ~ ................................................................. 3 credits

Critical Issues in Human Resource Management
This course focuses on five key issues that present the greatest opportunities and challenges for HR professionals today and examines the implications of the issues in policy formulation and program development. The course explores ways to realign HR and to explain the professional competencies needed to take a leadership role in realizing organizational change. It examines the opportunities and benefits of planning for and managing a diverse workforce, and defines the role of HR in transition to and in managing in a team environment. This course also evaluates ways to design and implement alternative work schedules, and provides information on the Human Resource Certification Institute’s exam and code of ethics.

HRM 434 ~ ................................................................. 3 credits

Employment Law
This course provides an overview of federal statutes and state regu-
Survey of Marketing and Strategy Planning Concepts
This course is designed to introduce the student to the dynamic nature of contemporary marketing and business strategy as a combined topic. The course stresses a need to understand basic marketing and strategy concepts, and to be able to apply them to solve real-world business problems in the development, implementation, and reformulation of business strategy. The course accentuates the need for awareness of, and accommodation to, change in a company’s internal and external environments, with particular focus on the needs of the customer. Generic types of business strategies and techniques for analyzing strategies are also covered. Marketing plans, with specific emphasis on marketing mix considerations are explored.

LAW 530 =................................................................. 3 credits

Legal Issues in the Workplace
This course provides an overview of federal, state, and local regulation of the employer-employee relationship. Topics include employer-employee relationships, employment discrimination law overview and applications, labor relations law, discipline and termination processes, and contemporary issues.

MDT 400.1 ............................................................... 3 credits

Introduction to Mediation
The introductory ten workshop course is designed to meet educational criteria for the practice of mediation and includes an overview of mediation practice and practice in essential skills of mediation. Students will learn how to approach conflict with a “mediation mind set” along with the skills required to maintain objectivity as a neutral facilitator of the mediation process. The course will combine lecture with a variety of application exercises in dyads and small groups, including mediation role plays.

HRM 555 ⊃ .............................................................. 3 credits

Human Resource Management
This course examines the evolving human resources function within today’s organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources.

HRM 556 ⊃ .............................................................. 3 credits

Employee Motivation and Compensation
This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior, human motivation, and types of reward systems; the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends.

HRM 590 ⊃ .............................................................. 3 credits

The Human Resources Capstone
This is an integrative course and the capstone for the Human Resources Management program. The outcome is for students to develop business solutions to human resources problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a human resources problem of their own choosing.

INT 617 ................................................................. 4 credits

Survey of Marketing and Strategy Planning Concepts
This course is designed to introduce the student to the dynamic nature of contemporary marketing and business strategy as a combined topic. The course stresses a need to understand basic marketing and strategy concepts, and to be able to apply them to solve real-world business problems in the development, implementation, and reformulation of business strategy. The course accentuates the need for awareness of, and accommodation to, change in a company’s internal and external environments, with particular focus on the needs of the customer. Generic types of business strategies and techniques for analyzing strategies are also covered. Marketing plans, with specific emphasis on marketing mix considerations are explored.

LAW 530 ⊃ .............................................................. 3 credits

Strategy Formulation and Implementation
This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.

MGT 600 ................................................................. 3 credits

Ergonomics/Human Factors
This course provides an overview of the field of Ergonomics and provides numerous examples to show the settings that can be improved in manufacturing and in the office. Students will learn how to design products and works areas to fit the user.

MGT 601 ................................................................. 3 credits

System Safety
A course in quantitative and qualitative methods for safety analysis of systems, processes, equipment and other entities. Topics will include hazard analysis, fault tree analysis, behavior justification, HAZOP and PROCESS SAFETY analysis.

MGT 602 ................................................................. 3 credits

Environmental Program Management
This course will address all of the elements needed to comply with federal and state environmental regulations–SARA, RCRA, Clean Air/Water Acts, storm water, etc., and various state regulations which are models for other states.

MGT 603 ................................................................. 3 credits

Arizona Environmental Law
A course covering The Arizona Environmental Law. Topics include, but are not limited to, air quality, solid waste, hazardous, storage tanks, emergency planning, and criminal liability. Students will learn the jurisdiction of state, federal, and county agencies.

MGT 604 ................................................................. 3 credits

Risk Management A: Property/Casualty
An overview of the risk management process including the development of pre-loss and post-loss goals, identifying loss exposures and the utilization of risk management techniques. Risk financing and risk control aspects will be addressed regarding property and casualty exposures with special emphasis on property protection, builders' risk, business interruption, general and auto liability, employment liability, pollution liability, and disaster planning and procedures. Various domestic and global insurance programs and types of coverage will be addressed.

MGT 605 ⊃ .............................................................. 3 credits

Risk Management B: Workers’ Compensation
An overview of the risk management process as it pertains to statutory workers’ compensation and employer’s liability insurance programs, including identifying loss exposures and the utilization of risk management techniques. Worker’s compensation program financing and various types of insurance options will be addressed. The identification of pre-loss and post-loss goals will be addressed including establishing claim management and cost-containment programs, safety and loss control programs, and modified duty early
return to work programs. The course will also address the interdependence of OSHA compliance, human resources/EEO issues and worker’s compensation/employer’s liability in today’s diverse workplace.

MKT 551 ~ ................................................................. 3 credits

Marketing Management
This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy.

MKT 555 ~ ................................................................. 3 credits

Consumer Behavior
This course presents and analyzes the most critical issues of buyer behavior both for individual consumers and within the organizational environment. Priority is placed on the economic, psychological, and sociocultural factors that affect buyer behavior and the buyer decision process. By analyzing and understanding buyer behavior, marketing managers can ultimately understand the influence of this process in management decisions. In addition, this course presents an analysis of the prevailing buyer behavior theories in the marketplace.

MKT 560 ~ ................................................................. 3 credits

Marketing Research
This course is designed to integrate theory and practice and develop students’ analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems.

MKT 565 ~ ................................................................. 3 credits

Marketing Strategy
This course introduces the principles and tools for managers to apply in the development, implementation, and review of marketing strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.

MKT 590 ~ ................................................................. 3 credits

Marketing Capstone Course
This is an integrative course and the capstone for the marketing program. The outcome is for students to develop a portfolio of business solutions to marketing problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a marketing problem of their own choosing.

MTE 500 ~ ................................................................. 0 credits

Orientation to the Special Education Certification Program
This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program’s certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

MTE 502 ~ ................................................................. 0 credits

Orientation to the California Teachers of English Learners (CTEL) Program
This course is designed to provide an orientation to the primary components of the California Teachers of English Learners (CTEL) Program. Students will be introduced to the program’s components and completion requirements. Electronic Resources, Field Experience, and E-Portfolio will be discussed.

MTE 506 ~ ................................................................. 2 credits

Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 520 ~ ................................................................. 3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTH 506 ~ ................................................................. 3 credits

Methods of Teaching Mathematics
This course focuses on 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 552 ~ ................................................................. 3 credits

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, diagnostic procedures, as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRF 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.

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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SEC 525</td>
<td>Introduction to Professional Studies</td>
<td>4 credits</td>
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<tr>
<td>POS 427</td>
<td>Windows Networking</td>
<td>3 credits</td>
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<tr>
<td>RDG 535</td>
<td>Curriculum Constructs and Assessment: Reading and Language Arts</td>
<td>4 credits</td>
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<tr>
<td>RDG 535</td>
<td>Diagnosis &amp; Remediation of Reading Difficulties</td>
<td>3 credits</td>
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<tr>
<td>SNC 410</td>
<td>School Nursing Practice</td>
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<td>POS 427</td>
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<td>SNC 430</td>
<td>Health Assessment of the School-Age Child</td>
<td>3 credits</td>
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<td>SNC 420</td>
<td>Health and Disease Management</td>
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<td>SNC 470</td>
<td>Nursing Care of the Developmentally Disabled Child</td>
<td>3 credits</td>
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<td>SNC 440</td>
<td>Health Education</td>
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<td>SPC 502</td>
<td>Special Education Methods</td>
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<td>SPC 504</td>
<td>Orientation To The Exceptional Child</td>
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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.

**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.

**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.

**Diagnosis & Remediation of Reading Difficulties**

This course provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. It emphasizes strategies for classroom interventions and differentiated instruction. This information serves as a context for learning about the role of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.

**Secondary Student Teaching**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**Introduction to Professional Studies**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at University of Phoenix. Students will examine their reasons for returning to school and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

**School Nursing Practice**

This course examines the contemporary role of the professional nurse in the assessment, development, delivery, and evaluation of a comprehensive school health program. It serves as a theoretical framework for competency skills by addressing the health needs of school-age children. In addition, this course will examine the role of the school nurse in effective delivery of a school health program. The course focuses on program management, professional development, planned change, research, health education, interdisciplinary collaboration, and adaptation concepts.
sis 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 and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 521 ........................................................................................ 3 credits

Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined, including transition services and career counseling. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 522 ........................................................................................ 3 credits

Teaching Students With Gifts or Talents
Participants explore characteristics of gifted and talented learners and methods to identify them, including underrepresented students. This course focuses on programs, strategies, and supports for the diverse needs of gifted and talented learners. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners. In addition, this course introduces concepts that apply to a gifted endorsement.

SPE 531 ~ ..................................................................................... 3 credits

Characteristics of MR & Developmental Disabilities
This course examines issues related to the instruction of students with mental retardation and development disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with mental retardation and developmental disabilities.

SPE 532 ........................................................................................ 3 credits

Teaching Students With Gifts or Talents
Participants explore characteristics of gifted and talented learners and methods to identify them, including underrepresented students. This course focuses on programs, strategies, and supports for the diverse needs of gifted and talented learners. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners. In addition, this course introduces concepts that apply to a gifted endorsement.

SPE 544 ~ ..................................................................................... 3 credits

Characteristics of Emotional & Behavioral Disabilities
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 549 ~ ..................................................................................... 3 credits

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 identify them, including underrepresented students. This course focuses on programs, strategies, and supports for the diverse needs of students with special needs. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners. In addition, this course introduces concepts that apply to a gifted endorsement.

SPE 556 ~ ..................................................................................... 3 credits

Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this populations will be analyzed.

SPE 557 ~ ..................................................................................... 3 credits

Collaboration with Families of Students with Disabilities
This course focuses on facilitating the interrelationship of varied services for students with disabilities. Emphasis is placed on working with parents, professionals, and community services.

SPE 558 ........................................................................................ 3 credits

Transition Planning for Adolescents with Disabilities
This course focuses on the role of the special education teacher beginning with a student’s referral and identification through their transition into adult living. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social,
career/vocational and transition skills are also discussed.
SPE 579 .......................................................................................... 3 credits

**Inclusion Strategies for the Special Educator**
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaborative are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 590 .......................................................................................... 3 credits

**Characteristics of Exceptionalities**
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.
SPE TED 582 .................................................................................. 4 credits

**Special Education Student Teaching: Cross Categorical, Part I**
This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I.
SP TED 583 .................................................................................. 4 credits

**Special Education Student Teaching: Cross Categorical, Part II**
This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the second half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification.
TESL 540 .......................................................................................... 3 credits

**School, Community, and Culture**
This course introduces the student to the effects of cultural beliefs and customs as they affect communication and interactions with students, parents, and communities. Students study characteristics and traditions of a variety of cultures in order to compare and contrast for a comprehensive multicultural understanding. Concepts, strategies, and materials related to a strategies, and materials related to a groups are explored as they apply to classroom instruction.
TMGT 510 .......................................................................................... 3 credits

**Project Management in the Technological Environment**
This course addresses the processes and skills needed for successful project management in the technology environment of business. Topics include project management and the organization, work breakdown structure and scheduling, resources and project financing, project control and evaluation, and management considerations and critical success factors. The course uses Microsoft Project.
TMGT 540 .......................................................................................... 3 credits

**Management of Research and Development and Innovation Processes**
This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It casts the Research and Development (R&D) manager into the strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace.
VCT 300 .......................................................................................... 3 credits

**Image Editing**
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.
VCT 310 .......................................................................................... 3 credits

**Web Design**
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.
VCT 320 .......................................................................................... 3 credits

**Electronic Publishing**
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.
VCT 410 .......................................................................................... 3 credits

**Instructional Design**
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.
VCT 420 .......................................................................................... 3 credits

**Multimedia Development**
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is
on the integration of animation, audio and video content to maximize communication.

VTE 503 ...................................................................................................... 3 credits

**Foundations of Career and Technical Education**

This course examines education in terms of historical, social, economic, and philosophical perspectives in relation to career and technical education. The course also investigates meeting the needs of the diverse learner in the career and technical education setting.

**DIVISION OF CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT**

AFCEU 1130 ........................................................................................................ 0.5 CEU

**Using Financial Analysis for Strategic Business Decisions**

This course introduces participants to financial management principles and techniques needed to make strategic business decisions. Topical areas focus on cost analysis, capital budgeting, and other uses for financial information. Participants will gain a basic knowledge of financial analysis, including cost behavior and cost drivers in organizations, Cost-Volume-Profit and Break-Even analyses, and What-If and Sensitivity analyses. At the end of the course, students will be equipped with strategies to quantify the financial pros and cons of business decisions.

CBSTP 1010 ...................................................................................................... 0.0 CEU

**CBSTP Test Preparation Overview/Math**

This course helps students prepare for the CBEST (California Basic Educational Skills Test) exam by reviewing key math skills. It focuses on 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

**CBSTP Test Preparation 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.

CPATP 1010 ...................................................................................................... 0.0 CEU

**Financial Accounting and Reporting**

This nine-week course reviews the Financial Accounting and Reporting concepts covered in the CPA Exam. Participants will learn how to approach the exam, as well as review key financial accounting and reporting concepts from Intermediate, Advanced, and Governmental Accounting.

CPATP 1020 ...................................................................................................... 0.0 CEU

**Auditing and Attestation**

This five-week course reviews the Auditing and Attestation concepts covered in the CPA Exam. Participants will learn how to approach the exam, as well as review key auditing concepts.

CPATP 1030 ...................................................................................................... 0.0 CEU

**Regulation**

This nine-week course reviews regulatory controls and taxation concepts covered in the CPA exam. Participants learn how to approach the exam, ethical and legal issues in forming an organization, and federal tax consequences of operating a business.

CPATP 1040 ...................................................................................................... 0.0 CEU

**Business Environment and Concepts**

This five-week course reviews the Business Environment and Concepts covered in the CPA Exam. Participants will learn how to approach the exam, as well as the role in corporate and strategic formation. Performance and cost measurement in a corporate sense will also be reviewed.

CCCEU 1101 ...................................................................................................... 0.5 CEU

**Establishing Job Performance Goals**

This course examines the function of job performance goals. Participants in this course will analyze the effectiveness of measuring particular goals, and create an employee performance plan identifying and incorporating goals and behaviors they believe are most important for achieving team success.

CCCEU 1105 ...................................................................................................... 0.5 CEU

**Managing an Incoming Call Center**

This course focuses on Call Center metrics, benchmarking, and call routing. Participants will learn how data is collected, interpreted, and used in their own organizations. The course will also present basic modeling techniques used to predict change in the Call Center.

CCCEU 1060 ...................................................................................................... 0.5 CEU

**Managing Long-Term Client Relationships**

In this course, participants will create a relationship strategy designed to build long term win/win vendor-client relationships. Participants analyze their organization and culture to determine best practices and how best to share information with their client.

CMCEU 1110 ...................................................................................................... 0.5 CEU

**Writing for Business**

This course will empower participants to improve everything they write – memos, letters, e-mails, reports, speeches, plans, and other business papers. Participants will learn to write with clarity, precision, and the form of logic. They will learn to organize their thoughts, target their audience, and choose an appropriate format to deliver a message with maximum impact.

CMCEU 1160 ...................................................................................................... 0.5 CEU

**Resolving Conflict**

This course focuses on avoiding and resolving conflict. Participants will discuss their personal responsibility for resolving conflict as well as their role in creating conflict. They will identify past personal conflicts and examine alternatives for resolution.

CSCEU 1150 ...................................................................................................... 0.5 CEU

**Enhancing Your Competitive Edge**

This course emphasizes ways of increasing an organization’s competitive edge through enterprise-wide involvement. The course allows the participants to understand and apply strong customer focus tactics and competitive intelligence to enhance an organization.
Welcoming Diversity
This course prepares participants to recognize the need for diversity policies and procedures within the organization. Participants will examine organizations that have diversity policies and procedures and those that do not and assess the impact of that difference.

Thinking Creatively
In this course, participants will explore ways to use creative thinking to improve decision making. They will identify skills that improve creative thinking, examine attitudes conducive to creative thinking, and practice utilizing those skills and attitudes.

Making Effective Decisions
This course covers a variety of techniques that improve the effectiveness of decision making, from idea generation to decision evaluation. Participants will practice these techniques using relevant scenarios from their own organizations. In addition, this course will cover the fundamentals of creative and critical thinking as they relate to decision making.

Organizing Group Projects
This course offers the participant exercises, activities, and case studies to practice personal planning skills. In addition, this course introduces techniques for future planning and decision making on complex assignments. Finally, participants will examine the affects of good planning and organizing on group projects.

Delegation
In this course, participants will examine how delegating tasks effectively is a key for success. An emphasis will be placed on identifying appropriate tasks for delegation, communicating expectations, and follow-through. Participants will identify the major components needed to become confident in delegating tasks successfully.

Exchanging Human Relations and Organizational Behavior
This course covers human relations theory and practice through individual, group, and organizational performance. Topics include different perspectives on organizational behavior, individual motivation and performance, leadership and power, team design and structure, conflict resolution, and change management.

Conducting Highly Effective Interviews
This course will focus on creating and conducting highly effective interviews that solicit detailed answers to key questions. Participants will examine the psychology of interview questions and determine the behaviors of a high-impact interview. In addition, this course will enable participants to streamline the assessment process by matching testing methods with job and legal requirements. Participants will also review the legalities of workplace testing and identify jobs that could require testing.

Applying Strategies for Employee Motivation
This course examines effective ways to motivate employees to higher levels of performance and satisfaction. The course will highlight key elements of leadership, guidance, and inspiration. Participants will also explore the various learning, communication, and performance styles of employees and show how these styles can be applied to improve productivity. Participants will learn the importance of setting and communicating performance expectations, creating performance agreements, and managing employee buy-in.

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.

Negotiating a Win-Win
This course presents a hands-on exploration of time, information, power, and forces of influence as they affect positive win-win results through creative problem solving processes. Participants will additionally learn to view negotiation not as a competition, but as a problem-solving opportunity. Finally, participants will ultimately learn how to develop multiple options to achieve their desired objectives while simultaneously satisfying the other party’s interests.

Developing Business Strategy
This course introduces the principles and tools for managerial use in the development, implementation, and review of business strategy. Topics include an overview of the different types of strategy, tools for strategic formulation (including internal and external analyses), a process for making strategic choices, and steps for implementation.

Recognizing Business Strategies
In this course, participants will interpret business strategies and formulate potential improvements for business processes and practices. In addition, participants will create an operational plan that will reflect the vision of the business in a tangible manner.

Anticipating, Managing, and Profiting from Changes
This course examines the role of change in an organization. Participants will learn what change is, what factors impact change, how to implement change effectively, and how to assist their organizations in adapting to change. Strategies for limiting risk and maximizing opportunity within a changing business environment will also be explored.
Building a Marketing Plan
This course covers strategic issues related to product, policy, pricing, channels of distribution, and promotion. Participants will conduct a marketing audit of their organization addressing topics such as marketing program efficiency, necessary enhancements, and focus for the next 12-24 months.

OMCEU 1030 ................................................................. 0.5 CEU

Managing Supplier Relationships
This course provides a managerial perspective of the essential tasks and challenges associated with supplier selection and performance tracking, as well as supplier quality. Participants will identify and explore the strategic contributions that selecting the proper supplier can make toward achieving business objectives. A special emphasis is placed on optimizing supplier relationships and gaining a competitive advantage through global sourcing.

NACE 2010 ................................................................. 5 CH

Introduction to Complementary and Alternative Medicine
This course examines the definitions and philosophies of complementary and alternative medicine. Participants will also learn the associated five categories of therapies, as defined by the National Center for Complementary and Alternative Medicine.

NACE 2020 ................................................................. 5 CH

Cultural-Spiritual Competencies in Health Care
Participants will recognize how patients’ spiritual or religious philosophies can affect their health care. Participants will learn the importance of performing a spiritual assessment of their patients, and of understanding the cultural preferences that influence the prevention and treatment of illness.

NACE 2030 ................................................................. 5 CH

Healing Therapies
This course introduces participants to the philosophy and practice of healing therapies as complementary and alternative medicine. Emphasis is placed on understanding various healing therapies and their role as singular and adjunct treatments for acute and chronic ailments.

NACE 2040 ................................................................. 5 CH

Traditional Chinese Medicine
This course examines the unique system of Traditional Chinese Medicine. Participants will learn how diagnosis is made using the theories of yin-yang and the five elements. The typical therapies of acupuncture, massage, and herbal medicine will also be discussed.

NACE 2050 ................................................................. 5 CH

Homeopathic Medicine
This course focuses on the underlying philosophy and remedies used in Homeopathic medicine. Participants explore Homeopathic medicine as a complementary and alternative medicine for acute and chronic ailments.

NMCE 1010 ................................................................. 5 CH

Managing Nursing Turnover
This course focuses on the consequences of high nursing turnover rates in a hospital setting. To manage turnover, the nurse manager must identify its underlying causes and then develop key strategies to combat the challenges of that turnover.

NMCE 1020 ................................................................. 0.5 CH

Business and Nursing Case Management
This course examines the business side of case management for nurses. Participants in this course will examine hospital contracts with various payees. In addition, they will learn the implications of these contracts on hospitals and patients.

NMCE 1030 ................................................................. 0.5 CH

Legally Defensible Discipline for Nurse Managers
This course focuses on methods for disciplining nursing staff in a fair and legally defensible way. Participants will also learn how to use discipline as a method to change behavior.

NMCE 1040 ................................................................. 0.5 CH

Delegating for Nurse Managers
This course examines effective delegation. Participants of this course will identify key components of delegation, including task assignment, staff knowledge, building trust and accountability.

NMCE 1050 ................................................................. 0.5 CH

Culturally Appropriate Patient Care
This course focuses on the care of patients in a constantly changing and diverse population. Participants will learn the meaning of culturally sensitive care, steps to identify their own beliefs about providing care to patients, and methods to ensure cultural competence in patient care.

NPCE 3010 ....................................................................... 5 CH

Pain Management
This course examines the increasing complexity of meeting the demands of pain management across the lifespan. Participants review techniques of pain assessment, as well as consider the challenges of pain management in unique populations.

NPCE 3020 ....................................................................... 5 CH

Pediatric Over-the-Counter Medications
This course reviews the types of Over-the-Counter (OTC) medications available to the public. Participants will review the physiological effects of medications on pediatric patients and adults. The role of the FDA will also be discussed.

NPCE 3030 ....................................................................... 5 CH

Mental Illness Across the Lifespan
This course discusses the growing problem of mental illness. Participants will review the definition of three of the most common psychiatric diagnoses, depression, anxiety disorder, and bipolar disorder. An overview of treatment options as well as barriers to access psychiatric care will be examined. The specific mental health needs of unique populations will also be considered.

NPCE 3040 ....................................................................... 5 CH

Health Care Delivery to the Child and Parent Unit
This course examines the complexity of delivering developmentally approved health care to the child and parent unit. The development stages of children will be discussed. The challenges of administering health care to children and their parents are also addressed.

PCCEU 1010 .................................................................. 0.5 CEU

Procurement Basics: Procurement in Corporate Organizations
This course examines the role of procurement in today’s corporate organizations. The course content will include a basic introduction to corporate procurement and will discuss the significance of aligning the objectives of the procurement process to overall organizational
Managing Projects I

This course examines current procurement strategies available for today’s organizations. An overview of the procure-to-pay, procurement process will be introduced. In addition, best practices for effectively identifying suitable supply sources through strategic sourcing will be discussed.

PMCE 1010 ..................................................................................... 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.

PMCE 1040 ................................................................. 5 PDU

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.

PMCE 1050 ................................................................. 5 PDU

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.

PMCE 1060 ................................................................. 5 PDU

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.

PMCE 1070 ................................................................. 5 PDU

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 subsystems 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 ................................................................. 4.4 CEU

Praxis Test Prep-Overview/Math

In this course, students will be introduced to mathematical concepts and topics found on the Praxis math exam. Participants will develop skills in working various math calculations by hand, quickly and correctly. Upon completion of this course, the participant will review and perform timed math problems without the use of a calculator.

PXTP 1020 ................................................................. 0.0 CEU

Praxis 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 1030 ................................................................. 0.0 CEU

Praxis I® 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 I®
Subject Assessments are intended to measure knowledge of specific subjects K–12 educators will teach.

**SHRCE 2010** ................................................................. 0.5 CEU

**PHR/SPHR Exam Preparation: Strategic Management**

This course focuses on HR’s role in developing, contributing to, and supporting the organization’s mission, vision, values, strategic goals and objectives; formulating policies, guiding and leading the change process; and evaluating HR’s contributions to organizational effectiveness.

**SHRCE 2020** ................................................................. 0.5 CEU

**PHR/SPHR Exam Preparation: Workforce Planning & Employment**

This course focuses on HR’s role in developing, implementing, and evaluating sourcing, recruitment, hiring, orientation, retention, and organizational exit programs necessary to ensure the workforce’s ability to achieve the organization’s goals and objectives.

**SHRCE 2030** ................................................................. 0.5 CEU

**PHR/SPHR Exam Preparation: Human Resource Development**

This course focuses on the fact that an organization is only as good as its people – its “human capital.” To compete, organizations must have competent and motivated employees who will support the organization’s mission. This is accomplished by HR professionals through employee training, development, and performance management which meets regulatory requirements, reduces accidents, increases productivity and quality, lowers performance barriers, and increases employee commitment.

**SHRCE 2040** ................................................................. 0.5 CEU

**PHR/SPHR Exam Preparation: Total Rewards**

This course focuses on HR’s role in developing/selecting/implementing/administering, and evaluating compensation and benefits programs for all employee groups that support the organization’s strategic goals, objectives, and values.

**SHRCE 2050** ................................................................. 0.5 CEU

**PHR/SPHR Exam Preparation: Employee & Labor Relations**

This course focuses on the processes involved in determining the nature of the workplace relationship between employer and employees. While employee and labor relations should enable employers to maintain effective relationships and working conditions and achieve the organization’s strategic objectives, there should be a balance developed between the employer’s operational needs and the employees’ rights in the workplace. This course also examines the continuing effects of unionization on the workplace.

**SHRCE 2060** ................................................................. 0.5 CEU

**PHR/SPHR Exam Preparation: Risk Management**

This course focuses on defining, identifying, and preventing organizational risk through the development and implementation of formal Risk Management Program. Since the growth of any business involves uncertainties and potential hazards, organizations have a legal obligation and responsibilities to their stakeholders, especially employees and customers, to provide safe, secure and healthy work environments, to protect the privacy of the organization and its employees, and, to the extent possible, to prevent loss to the business because of internal and external risks.

**SMCEU 1010** ................................................................. 0.5 CEU

**Managing Key Accounts**

The focus of this course is on managing major accounts. Participants will evaluate high-level customers in order to assign optimal account coverage and customer relationship management. Participants will analyze sales strategies, costs, and resources to determine the optimal sales effort needed to achieve the organizational goals.
# CAMPUS DISABILITY SERVICES ADVISORS

<table>
<thead>
<tr>
<th>Advisor Name</th>
<th>Location</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chera Rodgers</td>
<td>AL</td>
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</tr>
<tr>
<td>Rich Cromwell</td>
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<tr>
<td>Autumn Hemphill</td>
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<tr>
<td>Online Campus</td>
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<td>Phoenix Campus</td>
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<tr>
<td>Ruth Koch</td>
<td>AZ</td>
<td>Tucson</td>
</tr>
<tr>
<td>Axia College</td>
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<td>Axia College of University of Phoenix</td>
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<tr>
<td>Central Administration</td>
<td>AZ</td>
<td>Apollo Ethics &amp; Compliance Department</td>
</tr>
<tr>
<td>Tory Reeder</td>
<td>CA</td>
<td>Bay Area-Concord</td>
</tr>
<tr>
<td>Jackie Klinck</td>
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<tr>
<td>Jocelyn Anderson</td>
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<tr>
<td>Jocelyn Anderson</td>
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<td>Central Valley-Paso Robles</td>
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<tr>
<td>Sarah Del Pozo</td>
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<tr>
<td>Corina Herrera</td>
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<tr>
<td>Stephanie Travanti</td>
<td>CA</td>
<td>Sacramento-Beale Air Force Base</td>
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<tr>
<td>Stephanie Travanti</td>
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<tr>
<td>Nicole Fisher</td>
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<td>Brandon Raeder</td>
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<td>Laura Livermore</td>
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<td>Patrick Short</td>
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<td>Lisa Sorrell</td>
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<td>John O'Connor</td>
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<tr>
<td>Talisha Lane</td>
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<td>Christine Malcolm</td>
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<tr>
<td>Mercedes Rivera</td>
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</tbody>
</table>
FACILITIES

Mountain Region
Arizona Campuses
Phoenix Area Campuses
800 776-4867
Chandler Learning Center
3075 West Ray Rd
Suite #117
Chandler, AZ 85226-2495
480 557-2800
480 557-2805 FAX
Mesa Campus
1620 South Stapley Drive,
Suite #101
Mesa, AZ 85204-6634
480 557-2550
480 557-2595 FAX
Northwest Campus
2550 West Union Hills Drive,
Suite #101
Phoenix, AZ 85023-5139
480 557-2750
Phoenix Campus
4635 East Elwood Street,
Phoenix, AZ 85037-4442
800 824-7140 FAX
623 824-7100
Southern Arizona
Campuses
800 659-8988
303 256-4300
Centennial, CO 80122
Suite #366
6972 S Vine Street
Lone Tree, CO 80124-5453
10004 Park Meadows Drive
Regional Office
Colorado Campus and
307 632-3158 FAX
307 633-9900
Cheyenne, WY 82001-2150
4111 Greenway St.
Cheyenne Campus
515 267-8567 FAX
515 267-8218
1422 S Tech Lane
Idaho Campus
928 341-0252 FAX
928 341-0233
Yuma, AZ 85365-2033
899 East Plaza Circle
Yuma Learning Center
520 417-2099 FAX
520 417-2080
Sierra Vista, AZ 85635-1821
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
Henderson Learning Center
7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279
702 638-8225 FAX
Nellis AFB Campus
554 MSS/MSE
4475 England Avenue
Henderson, 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
775 828-7999
775 852-3384 FAX
Southwest Learning Center
9625 West Saddle Avenue
Suite #100
Las Vegas, NV 89147-8089
702 638-7279
702 876-3299 FAX
Utah Campuses
Utah Campus
5373 South Green Street
Salt Lake City, UT 84123-4617
801 263-1444
801 269-9766 FAX
North Davis Learning Center
1366 Legend Hills Drive
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Clearfield, UT 84015-1585
801 825-1891
801 773-5297 FAX
Pleasant Grove Learning Center
2174 West Grove Parkway
Pleasant Grove, UT 84626-6711
801 772-4600
801 756-5403 FAX
St. George Learning Center
965 East 700 South
St. George, UT 84790-4802
St. George Learning Center
4393 South Riverboat Road
Suite #100
Salt Lake City, UT 84123-4617
801 268-1111
801 268-1924 FAX
Plains Region
Cheyenne Campus
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Cheyenne, WY 82001-2150
307 633-9900
307 632-3158 FAX
Colorado Campuses
800 441-2981
Colorado Campus and
Regional Office
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Lone Tree, CO 80124-5453
303 694-9093
303 662-0911 FAX
Southglenn Learning Center
6972 S Vine Street
Suite #366
Centennial, CO 80122
303 256-4300
303 794-4522 FAX
Southlands Learning Center
6105 South Main Street
Suite #200
Aurora, CO 80016-5361
303 755-9090
303 690-5550 FAX
Fort Collins Learning Center
2720 Council Tree Ave.
Suite #200
Fort Collins, CO 80525-6306
970 226-1781
Turnpike Campus
8700 Turnpike Drive
Westminster, CO 80031-7030
303 487-7155
303 487-7161 FAX
Southern Colorado Campus
5725 Mark Dabling Blvd.,
Colorado Springs, CO 80919-
2221
719 599-5282
719 593-9945 FAX
South Circle Drive
2864 South Circle Drive
Colorado Springs, CO 80906-
4114
719 527-9000
719 527-4892 FAX
Pueblo Student Resource Center
121 West 1st Street
Suite 150A
Colorado Springs, CO 80905-
4256
719 544-0015
719 544-1543 FAX
Iowa Campus
Des Moines Campus
6600 Westtown Parkway
West Des Moines, Iowa
50266-7724
515 267-8218
515 267-8567 FAX
Cedar Rapids Student Resource Center
3726 Queen Court SW
Suite #203
Cedar Rapids, IA 52404
319 784-1100
319 396-3513 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
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

Clear Lake Learning Center
16055 Space Center Blvd.
Houston, TX 77062-6251

Killeen Learning Center
902 West Central Texas Expwy
Suite #300
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
Suite 566
Cedar Hill, TX 75104-1895
469 526-1052
972 291-1528 FAX

Plano Student Resource Center
5760 State Highway 121
Suite #250
Plano, TX 75024

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
817 557-2245 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
Suite #200
Sugar Land, TX 77479-6586

281 566-5000
281 494-7271 FAX

Woodlands Learning Center
24624 Interstate 45 N
Spring, TX 77386
281 298-5000
281 419-3860 FAX

San Antonio Campus
8200 IH-10 West
Suite #910
San Antonio, TX 78230-3876
210 524-2100

West Loop Learning Center
4888 Loop Central Drive
Houston, TX 77081-2214

Windsor 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 FAX

Louisiana Campuses
One Galleria Boulevard
Suite #725
Metairie, LA 70001-2082
504 461-8852
504 464-0373 FAX

Baton Rouge Learning Center
2431 South Acadian Thruway
Suite #110
Baton Rouge, LA 70808-2365
225 927-4443
225 927-9233 FAX

Lafayette Learning Center
202 Rue Iberville
Lafayette, LA 70508-3295
337 237-0464

Shreveport-Bossier Learning Center
302 Rue Iberville
Lafayette, LA 70508-3295
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 #1000
Tulsa, OK 74134-1412
918 622-4877
918 622-4981

Owasso Learning Center
9455 North Owasso Expwy
Suites #1 & J
Owasso, OK 74055-5442
918 622-4877
918 274-8666

Midwest Region
800 834-2438
Midwest Region Administration

Kansas Campuses
Lenexa Learning Center
8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
816 943-9600

Wichita Campus
3020 N Cypress Drive
Suite #150
Wichita, KS 67226-4011
316 630-8121
316 630-8095 FAX

Topeka Student Resource Center
2850 SW Mission Woods Drive
Topeka, KS 66614-5616

Wichita Student Resource Center
2441 North Maize Road
Wichita, KS 67205
Southeast Region

University of Phoenix, 2011

Arkansas Campuses

Arkansas Campus

1208 Pointe Centre Drive
Chattanooga, TN 37421-3707
423-499-2500
423-499-2515 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 #1590
Murfreesboro, TN 37129-2261
931 510-7800
931 510-7801 FAX

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

Franklin Learning Center
377 Riverside Drive
Franklin, TN 37064-5560

Georgia Campuses

North Alpharetta Learning Center
1725 Winward Concourse Parkway
Building #250
Alpharetta, GA 30005-1784
706 777-2401
706 777-9422 FAX

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

Macom Learning Center
6055 Lakeside Commons

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
904 366-6645
904 366-0998 FAX

East Jacksonvill Learning Center
11915 Beach Blvd
Suites# 101-104
Jacksonville, FL 32246-6704
904 486-2500
904 486-2501 FAX

Oakleaf Learning Center
9775 Crosshill Blvd
Suite # A-1, A-2
Jacksonville, FL 32222-5823
904 799-4500
904 799-4501 FAX

Central Florida Campus
2290 Lucien Way, Suite #400
Maitland, FL 32751-7057
407 667-0555
407 667-0560 FAX
Daytona Learning Center
1540 Cornerstone Blvd.
Suites #100
Daytona, Florida 32117

South Orlando Learning Center
8325 South Park Circle
Orlando, FL 32819
407 345-8868
407 352-2208 FAX

East Orlando Learning Center
1900 Alafaya Trail
Orlando, FL 32826-4717
407 526-1500
407 563-1500 FAX

West Florida Campus
12802 Tampa Oaks Blvd, Suite 200
Tampa, FL 33618-3311
813 626-7911
813 977-1499 FAX

Sarasota Learning Center
501 North Cattlemen Road
Sarasota, FL 34232-6421
941 545-2500
941 545-2599 FAX

Westshore Learning Center - Tampa
4805 Independence Parkway
Tampa, FL 33634-7543
813 626-7911
813 977-1499 FAX

St. Petersburg/Clearwater Learning Center
1901 Ulmerton Road, Suite #150
Clearwater, FL 33762-3311
727 561-9008
727 592-9423 FAX

North Carolina Campuses
Charlotte Campus
3800 Arco Corporate Drive, Suite #100
Charlotte, NC 28273-3409
704 504-5409
704 504-5360 FAX

Asheville Learning Center
30 Town Square Boulevard, Suite #220
Asheville, NC 28803
828 654-1000
828 654-1001 FAX

Charlotte East Student Resource Center
7520 East Independence Blvd, Suite #100
Charlotte, NC 28227

Charlotte North Learning Center
10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409 FAX

Raleigh Campus
5511 Capital Center Drive
Suite 390
Raleigh, NC 27606-4166
919 854-2121
919 854-2120 FAX

Brier Creek Learning Center
8045 Arco Corporate Drive, Suite #100
Raleigh, NC 27617-2010
919 317-3354
919 317-3355 FAX

Fayetteville Student Resource Center
639 Executive Place, Suite 301
Fayetteville, NC 28305-5123
910 485-9000
910 485-9001 FAX

Greensboro Student Resource Center
1500 Pinecroft Road
Suite 110
Greensboro, NC 27407-3808
336 291-1500
336 291-1501 FAX

Durham Learning Center
8401 Arco Corporate Dr. Suite #100
Durham, NC 27617-2010

South Carolina Campus
Columbia Campus
1001 Pinnacle Point Drive
Columbia, SC 29223-5733
803 699-5096
803 699-7651 FAX

Greenville Learning Center
125 The Pkwy
Suite 100
Greenville, SC 29615-6610
864-675-2300
864-675-2301 FAX

Puerto Rico Campuses
Puerto Rico Campus
Santander Tower
at San Patricio
B-7 Tabonuco St.

Suite 700
Guaynabo, PR 00968-3003
787 731-5400
787 731-1510 FAX
800 981-0688

Escorial Learning Center
Escorial Building One
1400 Ave Sur
Suite #300
Carolina, PR 00987-4704
787 982-7900
787 982-7901 FAX

Northeast Region
Connecticut Campus
Fairfield County
535 Connecticut Ave
Norwalk, CT 06854-1700
203 523-4700
203 523-4799 FAX

Delaware Campus
Delaware Student Resource Center
100 N. West Street
Wilmington, DE 19801

Virginia Campuses
Arlington Learning Center
1800 South Bell Street
Arlington, VA 22202-3546
703 376-6100

Fairfax Learning Center
8270 Willow Oaks Corporate Drive, Suite 200
Fairfax, VA 22031-4516
703 573-2212
703 573-6461 FAX

Northern Virginia Campus
11730 Plaza America Drive
Suite #200
Reston, VA 20190-4742
703 376-6100

Northern Virginia Campus
1751 Plaza America Drive
Suite #200
Reston, VA 20190-4742
703 376-6100
703 435-2406 FAX

Maryland Campuses
Maryland Campus
8830 Stanford Boulevard
Suite #100
Columbia, MD 21045-5424
410 872-9001
410 872-0326 FAX

Greenbelt Learning Center
7852 Walker Drive
Suite #100
Greenbelt, MD 20770-3245
301 345-6710
301 345-8401 FAX

Rockville Learning Center
9601 Blackwell Road,
Suite #1
Rockville, MD 20850-6477
240 314-0511
240 314-039 FAX

Timonum Learning Center
1954 Greenspring Drive, Suite #100
Timonium, MD 21093-4109
410 560-0055
410 560-1384 FAX

Massachusetts Campuses
Greater Boston Campus
19 Granite Street
Suite #300
Waltham, MA 02154-1744
617 282-4507
617 282-4507 FAX

Central Massachusetts Learning Center
One Research Drive
Westborough, MA 01581-3906
508 644-4100

New Jersey Campus
Jersey City Campus
100 Town Square Place
Suite #305
Jersey City, NJ 07310-2778
201 610-1408
201 610-0450 FAX

Pennsylvania Campuses
Harrisburg Campus
4050 Crums Mill Road
University of Phoenix, 2011
FACILITIES
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Territory Vice President, Southern Cal, Hawaii
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Vice President Comm. Relations & Product Strategy
Steven Feldman, Regional Director of Academic Affairs
Jean Eisenach, Regional CEL Director
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Stacy McAfee, Campus Director, Bay Area
Flint Holland, Campus Director, Oregon
Paul Green, MBA, Campus Director, East Washington (Spokane)
Alexis Lim, Campus Director, West Washington (Seattle)
Kristine Averill, Campus Director, Hawaii
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Gregg Johnson, Campus Director, Southern Arizona
David Fitzgerald, Campus Director, Phoenix

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Campus Director
Omaha Campus
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Campus Director
Des Moines Campus
Brittany Nielson
Campus Director
Colorado Springs Campus

Erik Greenberg
Campus Director
Fort Collins and Cheyenne Campus
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Vice President/Director, Denver Campus
Darris Howe
Vice President/Director
Utah Campus
Bill Bach
Campus Director
Idaho Campus
Charlie Nguyen
Campus Director
Las Vegas, NV Campus
Kathy Gamboa
Campus Director
Reno, NV Campus
Shelly Hodges
Vice President/Director,
Mountain Plains Online

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New Mexico
Victor Suber, MBA
Chief Financial Officer
Albuquerque Campus

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CIA Campus Director
El Paso Campus

Troy Thomas, MBA
Campus Director
Oklahoma City Campus

Lori Santiago, MBA/EB
State Vice President
Oklahoma City
Teresa M. Johnson, MBA
Vice President/Director
Tulsa Campus

Dawn Owens
Campus Director
Dallas Campus

Brent M. Fitch, MBA
Regional Vice President
Southwest Region

Bart Burkert
Vice President
Southwest Online

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State Vice President
North Texas

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Associate Campus Director
Austin Campus

Wally Hedgecock, MS
Vice President/Director
San Antonio Campus

Christina Robinson Crockett, MAOM
State Vice President/Director
South Texas

Vice President/Director
Houston Campus
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master's programs.

A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.

A member of the Administrative Faculty and Two Lead faculty members from the Associates programs.

A Public Member of the University Board of Directors (Chairperson)

The Provost (Vice-Chairperson)

The Vice President for Academic Affairs Operations

The Vice President of Instructional Materials and Technology

The Associate Vice President of Academic Affairs

A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.

A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.

A member of the Administrative Faculty and Two Lead faculty members from the Associates programs.

A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master's programs.
FACULTY

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

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Lindquist, Brian G., PhD
Purdue University

Associate Deans
Berry, Willard (Bill), MBA
Fontbonne University
Fleming, Alisa, MBA
Western International University
Morgan, Hal D., MBA
Touro University International

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Goes, James, PhD
University of Oregon
Gazzara, Kevin, DM
University of Phoenix
Mckinstry, Natalia, JD
Washington University in St. Louis

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Southern Illinois University
Fogarty, David MBA
Fairfield University
Heil, Alexander Ph.D.
University of Glamorgan
Jennex, Murray Ph.D.
Claremont Graduate University
Sussan, Aysar DBA
Nova Southeastern University
Tokic, Damir Ph.D.
University of Texas
Umeh, Jay Ph.D.
Texas Tech University
Zula, Kenneth J., Ph.D.
Pennsylvania State University

Massachusetts
DiCicco, John, PHD
Agya, Mohammad, PHD

Milwaukee
Goodwyn, Walter, MBA

Minneapolis/St. Paul
Harvey, Paul, JD

Nashville
Manning, Lonnie

Nevada
Covert, James

Northern Virginia
Larkin, Robert

Phoenix
McMaster, Susan, PHD

Oregon
Mostafavi, Mike

Philadelphia
Baker, Bill, MBA
Brennan, Denny, MBA

Phoenix
Sherman, Patrick, DM
Pearson, Gloria, MBA

Pittsburgh
Hagan, Melvin

San Diego
Williams, Cecilia, PHD

Southern Arizona
Ardern, Bill, MSBA
Craig, James, MBA

Southern California
Reams, Lester, JD

Texas
Baird, James
Brown, Melanie

Washington
Smith, Kristy Dawn

West Michigan
Freeman, Judd
O’Connor, Terry

Western Washington
Smith, Kristy D., DMOL

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

• Financial Planning and Control
• Law and Ethics
• Management
• Policy, Planning, and Development

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

COLLEGES OF ARTS AND SCIENCES

Dean- Humanities
Baderman, Barbara, MBA
University of Phoenix

Associate Dean- Humanities
McCollum, Kacie C., Ed.D
University of Massachusetts

Assistant Dean- Social Sciences
Sharp, Stephen, PhD.,

Capella University
Associate Deans- Social Sciences
Olding, Robert, PhD
Arizona State University
Walsh, Franz, MAOM
University of Phoenix

Dean- Natural Sciences
Eyler, Hinrich, PhD

California Institute of Technology
Associate Deans- Natural Sciences
Patton, Beth, MA/MN, RN
University of Phoenix
McCowan, Shawn, Ph.D.
Arizona State University

Campus College Chairs
Atlanta
Lu, Linlin

Austin
Sisk, Grant

Bay Area
Hale, Jessica, MSW

Outlaw, Jaseon, PHD
Blumenthal, Craig, MAED
Central Valley
Adamson, Anne
Stanziale, Rita, MAED
Charlotte
Nethery, Melissa
Chicagoland
Randall, Karen, MBA
Cincinnati
Headley, Steve, MAMC
Cleveland
Tri, Jeany, MAED
Fergus, Lawrence, MSN
Colorado
Kuhlman, Carla
Columbus-Ohio
Koloze, Jeff, PHD
Detroit
Ellis, Bonnie, PHD
Pappas, Chuck
Paul, Rhonda
Fairfield
Jasmin, Donald Gopald
Florida
Berry-Zeller, Paula
Hawaii
Tali, Glenda, MSN
Carroll, George, MED
Indiana
King, Barbara
Jersey City
Levit, Robert, PHD
Kansas City
Moore, Kristen, MAED
Little Rock
Elder, Stephen
Oberste, Christina
Louisville
Hynes, Rilla
Massachusetts
Pacy, Ronald, PHD
Memphis
Alexander, Beverly N.
Minneapolis/St. Paul
Kangas, Lisa, PHD
Nashville
Reinsch, Richard
New Mexico
Miah, Mohammed
Northern Nevada
Livermore, Kellen
Oregon
Corsetti, Shane, MBA
Philadelphia
Murawski, Marianne, PHD
Phoenix
O’Keefe, Jim
Kerstner, Patricia, PHD
Kirchmer, Martha
Pittsburgh
Muench, Sharon, EDD
Puerto Rico
Santiago-Acuna, Virginia
Richmond
Rawlins, Valary, MED
Sacramento
Flores, Carlos, MS
Graves, Jeff, MED
Gerrard, Caesar
Pashley, Allison
San Diego
Iglinski, Joni, MA
Lunceford, Lynn, PSYD
Southern Arizona
Schultz, Robin, MAED
Mosher, Chad, PHD
Southern California
Trombley, MaryJo, PHD
Shahzadi, Jackie
St. Louis
Simpson, Linda, MBA
Texas
Finke, Eugene
Utah
Haines, Jeffrey
West Michigan
Holland, Brenda
Schafer-Space, Julie, MS
Western Washington
Earl, Vanessa, MBA
Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
• Communications
• Humanities
• General Studies
• Science/Technology
• Social Science
• Mathematics
• BSM (discretion of campus)
• Psychology
Faculty
For a list of local faculty in the College of Arts and Sciences, contact your campus Director of Academic Affairs.

COLLEGE OF EDUCATION

Dean
La Rue, Marla L., Ed.D.
Nova Southeastern University

Associate Dean
Curley, Meredith A., MBA
University of Phoenix
Drotos, Andy, MAEd
University of Phoenix
Gritsavage, Margaret M., Ph.D., Arizona State University

Campus College Chairs
Atlanta
Greenfield, Marianne

Bay Area
Malone, Cathy
Central Valley
Wilson, Sarah, MED
Florida
Escobar, Alexandra Arango
Hawaii
Hornsby, Deborah, EDD
Indiana
Giebelhaus, Carmen
Kansas City
McKinley, Jan, EDD
Nashville
Threadgill, Pamela Simpson

Nevada
Dennis, Francey
Oregon
Hamm, Robert, MAT
Phoenix
Bennett, Keith, MAED
Sacramento
Wick, Patricia, MAED
San Diego
Hutcherson, Jim, EDS
Southern Arizona
Woods, Kathleen
Southern California
Curci-Reed, Lori, EDD

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
• Administration and Supervision
• Curriculum and Instruction
• Special Education
• Teacher Education
Faculty
For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Smith, Blair A., MBA
California State University,
Fullerton

A-150
### COLLEGE OF NURSING

#### Dean
Fuller, Pamela K., MN, RN  
University of Phoenix

#### Associate Dean
Strawn, Angela M., MS, RN  
University of California, San Francisco

#### Assistant Dean
Dahn, Janeen MSN  
University of Phoenix

#### Assistant Dean, Counseling and Human Services Programs
Lunceford, Lynn, PhD

#### Campus College Chairs

<table>
<thead>
<tr>
<th>Area</th>
<th>Chair</th>
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<tbody>
<tr>
<td>Bay Area</td>
<td>Lindsey, Karen</td>
</tr>
<tr>
<td>Central Valley</td>
<td>Davis, Sandra, PHD</td>
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<tr>
<td>Colorado</td>
<td>Bailey, Betty</td>
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<tr>
<td>Detroit</td>
<td>Beck, Debbie, MSN</td>
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<tr>
<td>Florida</td>
<td>Chelini, Katherine Marie</td>
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<td>Hawaii</td>
<td>Tali, Glenda, MSN</td>
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<tr>
<td>San Diego</td>
<td>Seale, Linda</td>
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<tr>
<td>Southern Arizona</td>
<td>Watson, Kathy, MS</td>
</tr>
<tr>
<td>Southern California</td>
<td>Seale, Linda</td>
</tr>
</tbody>
</table>

**Campus Area Chairs**

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

- Systems Analysis/Design
- Databases
- Networks and Telecommunications
- Programming and Operating Systems
- Web Development

**Faculty**

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

### AXIA COLLEGE OF UNIVERSITY OF PHOENIX

#### Dean
Beckwith, Douglas, PhD, JD  
Saybrook Graduate School and Research Center; University of Nebraska, Lincoln

#### Associate Dean
Schumann, Shannon, PhD  
University of Wyoming

#### Regional Director of Academic Affairs
Phelps, Yvonne, MBA

#### California State University at Los Angeles
Campus College Chairs
Northern Virginia  
Familant, Jay, PhD

**Faculty**

For a list of local faculty in the Axia College of University of Phoenix, contact your campus Director of Academic Affairs.

### SCHOOL OF ADVANCED STUDIES

#### Dean
Moreland, Jeremy, PhD  
Texas Christian University

#### Associate Dean
Crews, Jack, Ed.D.  
Northern Arizona University

#### Assistant Dean
Burdick, Jake, MA  
Northern Arizona University

#### Area Chairs
**Doctor of Business**
Administration
DeNigris, John, Ph.D.
Walden University
Salerno, Carolyn, Ed.D.
University of San Diego

Doctor of Health Administration
Underdahl, Louise, Ph.D.
University of Southern California
Paluch, Edward, Ph.D.
Columbia University

Doctor of Management in Organizational Leadership
Kortens, Anthony, Ph.D.
Fielding Graduate Institute
Devnew, Lynne, DBA
Boston University

Doctor of Management in Organizational Leadership with a Specialization in Information Systems and Technology
Neeley, Douglas, Ph.D.
Wayne State University
Hasledalen, Kenneth, Ph.D.
University of Minnesota

Doctor of Education in Educational Leadership
Ament, Allan, J.D.
Northwestern University
Kanai, Theresa, Ph.D.
Walden University
Hutkin, Ronald, Ph.D.
Southern Illinois University
Edwards, Rita, Ed.D.
Northern Arizona University

Research
Griffin, Gerald, Ph.D.
University of Tulsa
Kolberg, Sandra, Ph.D.
Walden University

Campus College Chairs
Research and Dissertations
Gavin, Diane, PHD

Business
Knox, Bonnie, PHD

Nursing and Health
Nelson, Fran, PHD

Faculty
For a list of local faculty in the School of Advanced Studies, contact your campus Director of Academic Affairs.